

CLEMSON UNIVERSITY

**SUMMARY REPORT
ON
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO
COMMISSION ON HIGHER EDUCATION**

AUGUST 2007

This summary report for *Clemson University* includes:
Majors or Concentrations, Procedures for Student Development

Component 2 Majors or Concentrations

Reporting on assessment in the major has been modified across the state to coincide with program reviews. Clemson University has adopted an annual program assessment program in addition to an eight (8) year cycle for full review of programs. Therefore, the programs for the current review are included in the 2006-2007 cycle and the interim cycle incorporates the 2003-2004 programs. Majors in the areas of chemistry and engineering underwent review by professional accrediting agencies since the last reporting period.

Synopsis of Program Review: Assessment for Selected Majors or Concentrations

Biological Sciences BA, BS, MS, and PhD; Microbiology BS, MS, PhD

The Department of Biological Sciences is administered through its chair by the Dean of the College of Agriculture, Forestry & Life Sciences (CAFLS). Operating funds for the department come through the Dean either from the Vice President for Academic Affairs/Provost (Educational and General funds –E & G) or the Vice President for Public Service and Agriculture (Public Service funds -PSA). On a day to day basis the Chair interacts with associate deans in CAFLS and associate deans and the CEO of the Experiment Station in PSA. All faculty and many departmental staff report directly to the chair. Some staff, such as those supported by grants, and select others for which a faculty member has facilities management responsibility, report directly to faculty.

The purpose of the Department of Biological Sciences is to promote teaching and research and to provide service in the basic life sciences. The Department will offer nationally recognized undergraduate programs built around a distinctive core curriculum, with the goal of developing students' critical thinking skills, ethical judgment, global awareness, and scientific and technical knowledge in the life sciences. The Department will advance scientific knowledge through research and scholarship, believing that these pursuits are the hallmark of academic excellence. In these endeavors, the Department is committed to graduate education and will offer nationally recognized graduate programs built around major research emphasis areas, with the primary mission of training future scientists and professionals in biology. The Department engages in public outreach through its museum, its relationship with science outreach programs, public presentations, and the scientific and educational expertise of the faculty. The Department will provide for complementary interactions, joint teaching and research efforts, and interdisciplinary innovations with other programs within the University for the intellectual growth and the creative evolution of the Department and the University community.

The department manages about 650 undergraduates in Biological Sciences (BA and BS) and Microbiology (BS) and participates in the interdepartmental degree program in Environmental and Natural Resources. The department has the largest major's base in the College and the largest science or engineering major's base of any Department in the University. The department also advises approximately 300 students in pre-professional programs (medicine, dentistry, physician assistant, rehabilitation and pharmacy) bringing the total advisees to about 40% of that for the College. The Department also has the sole responsibility to service the College and University with introductory biology and a significant service responsibility in science and technology in society courses and a variety of other specialty courses. Overall, it is responsible for approximately 45% of the College's contact hours and over 40% of the labs taught.

Approximately 50 graduate students with major advisors in the department are enrolled in the department's graduate programs in Biological Sciences and Microbiology (MS and PhD) with an additional 15 graduate students enrolled in the interdepartmental degree programs in Environmental Toxicology and Plant and Environmental Science. The faculty have diverse interests ranging from molecular/cellular biology to ecology and behavior. Research instructional and graduate training areas of emphasis within the department are Biology Instruction, Cell and Developmental Biology, Comparative Organismal and Integrative Biology, Ecology and Evolutionary Biology; Environmental Toxicology, Cellular and Physiological Microbiology, Microbial Genetics and Molecular Microbiology, and Environmental Microbiology.

Faculty in the department are affiliated with the Oncology Research Institute at the Greenville Hospital System, the Institute for Environmental Toxicology, the Institute for Nutraceutical Research, the Center for Applied Ecology, the SC Cooperative Fish and Wildlife Unit, SC Life and the DNA Learning Center. The department manages the Campbell Museum of Natural History (herbarium and vertebrate collection), an optical and electron microscope imaging facility, a tissue culture facility, aquatic animal facilities at five sites and greenhouses at two locations.

In this section, some of the most significant strengths and weaknesses of the programs in Biological Sciences are bulleted along with possible remediation recommendations.

Faculty

Strengths

- Hired 10 new core faculty over the last two years with competitive salaries, start-up packages and lab renovations.
- Made creative use of adjuncts and lecturers to split large sections, provide expertise to teach in areas that might not otherwise be covered and manage labs.
- Maintained a very good publication record in high-impact journals by core and other graduate faculty.
- Dramatic increase in extramural funds in the last few years.
- Added Faculty in non-core areas (e.g. Environmental Toxicology) enhanced breadth of the Department.

Weaknesses

- The number of core faculty is too low for the Department and its curricula to reach national ranking, optimally recruit graduate students and in some cases effectively cover the undergraduate curriculum.
- There has been at times excessive reliance on lecturers and other non-tenured faculty. These do not regularly contribute to scholarship or graduate recruiting.

Recommendations

- In the short term, hire approximately 6 tenure track faculty in core areas of Biological Sciences and Microbiology to meet curricular needs. In the long term, expand the faculty to a minimum of 30 in these areas from the current 19 to build a competitive graduate and research program.
- Intensify mentoring of pre-tenured faculty.

- Maintain modest teaching loads for faculty and offer every third or fourth semester off for personal development. These measures should help maintain quality in teaching and research.

Undergraduate Programs

Strengths

- Total numbers and quality of students have been relatively stable in recent years with a gradual trend toward increase and improvement. There is an indication from this year's totals and applications for 2006-2007 that an upswing may be under way in numbers, including a recovery in Microbiology; all despite an increase in competitive programs on campus.
- A number of innovative courses and emphasis areas have been introduced. Math across the curriculum is being developed.
- There have been a consistently high (for Clemson) number of students involved in research and growing numbers involved in internships and study abroad programs in recent years.

Weaknesses

- Overall the number of students with an academic experience away from campus is still a small percent of the total.
- No identified BS/MS programs and no emphasis areas (except one concentration) within the Department core areas.
- Virtually no direct recruiting of students. Microbiology majors are too few for the value of the degree.
- Minority numbers (other than women) have not grown significantly.

Recommendations

- Organize a recruiting program for top quality undergraduates and minorities that is targeted directly into the secondary schools.
- Advertise the Microbiology degrees on campus.
- Consider core emphasis areas and BS/MS programs (e.g. ecology and evolutionary biology).

Undergraduate Advising

Strengths

- Faculty based with generally high level of individual attention.
- One staff member is partially assigned to coordinating advising.
- Department runs summer orientation program, including registration

Weaknesses

- Number of advisees is typically 30 per faculty member, and for some, 60.
- Chair has the largest advising number and handles all difficult cases.
- Advising is somewhat uneven in terms of attention and information.

Recommendations

- Continue to involve more faculty in the advising role, evening the numbers of advisees per faculty member.
- Identify 1-2 additional faculty who can act as chief advisors for training and to help with difficult cases.
- Increase training from the current one session per year.

Graduate Programs

Strengths

- Sustained numbers over the past six years: 30 for Microbiology, 25 for Zoology (Biological Sciences).
- Increase in number of doctoral students awarded degrees: tripled for Microbiology.
- New faculty and the change of the name of the degree programs in Zoology to Biological Sciences are contributing to both programs having increased quality and number of applicants and number of incoming doctoral students.

Weaknesses

- Most students are on departmental Teaching Assistantships.
- Low stipends and graduate fees give our programs a competitive disadvantage with peer institutions.
- Lack of core numbers of faculty in graduate emphasis areas for recruitment and doctoral advisory committees.
- Lack of administrative support leads to little opportunity for outside recruitment or alumni relations with the programs.

Recommendations

- Continue trend for increased Teaching Assistantship stipends (and elimination of tuition and fees). Encourage faculty to move students from Teaching Assistantships to Research Assistantship support, especially after 2 years for PhD students.
- Minimum of 2 faculty hires per graduate emphasis area: 6 in Microbiology, 6 in Biological Sciences.
- Addition of administrative staff person to coordinate both programs.
- Increase recruitment efforts off-campus to attract top doctoral student applicants.

Facilities

Strengths

- Recent renovations of research labs in Jordan for new hires.
- Recent renovations of office and small classroom space in Long.
- Upgrade of teaching labs, converting them to “smart classrooms” and upgrade of teaching equipment.
- Maintenance of computer labs, imaging facilities, and tissue culture facility, greenhouse and aquatic animal facilities.

Weaknesses

- Insufficient (nearly no) research labs for future hires.
- Shortage of teaching labs and prep areas. Some (especially intro biology in Long) outdated.
- Aquatic animal facilities at numerous sites, none of which are designed for their current use.
- Kinard Annex is hopelessly too small for the museum and poorly designed for its current use.
- No plan exists for replacement of capital equipment.

Recommendations

- Be certain that the program needs be considered in the design of the proposed new life sciences building.
- Add a museum wing and aquatic facilities to the new building. An alternate museum space could be in the SC Botanical Gardens.
- Return full lab fees to the Department each year for teaching lab improvements.

- Develop proposal for placement of new Departmental faculty based on careful evaluation of space utilization in Jordan, Long, BRC and other “College” buildings.

Budgets

Strengths

- There have been no consequences or carryover for unavoidable overages.
- College budget office has been sympathetic with Departmental challenges, finding money when possible.

Weaknesses

- Because of shortage of funds in College, formulating Departmental budgets based on need has been futile and Departmental budget planning with the College nearly absent.
- Teaching Assistant budgets are hopelessly inadequate. General (non-personnel) operating is variable, but generally inadequate. Wages and building maintenance need to be considered in the Departmental budget. There is no budgetary consideration for program development.

Recommendations

- College should arbitrate with the Provost’s Office for funds for certain items (such as TA stipends) on a line item (rather than lump sum) basis in order to prioritize needs and assure funds are available for necessary programs.
- Departments should do the same, presumably prior to the College negotiations.
- Full lab fees should be returned each year. Or at the least the “tax” should be reduced significantly (from 50% to perhaps 10%).

Staff

Strengths

- Mostly the current staff is willing to work additional hours and take on additional duties. Morale is quite high.
- Students and other hourly workers have provided necessary support.
- Lab preparation for many courses has been shifted to senior graduate students, lecturers and other part-time or temporary faculty.

Weaknesses

- Many staff are performing at least two jobs and their duties increase each year.
- Undue reliance on students and hourly workers is problematic because of turn-over.
- Staff stress and burn-out are real dangers.

Recommendations

- Hire a graduate coordinator and a development/alumni relations coordinator. This later staff person could be shared with Genetics and Biochemistry.
- Hire one technical person to back up facilities manager and to be responsible for all safety issues, including chemical hygiene.
- Provide wages in budget for students and other hourly workers to be used for appropriate duties.

Development/Long Range Planning

Strengths

- Department has a large and presumably satisfied alumni base.

- Department has been successful in developing long-range plans in the past and has been able to keep priorities established on an ad hoc basis.

Weaknesses

- There is insufficient staff time to manage development and alumni relations.
- Department is starting from “scratch” on development.
- There has been no formal long-range plan developed since 2002. Most of plans in recent years established through dynamic interaction between chair and faculty.

Recommendations

- Hire a dedicated development/alumni relations staff person.
- Use current self-study as base for ongoing annual departmental report for assessment and communication with alumni.
- Use chair’s advisory committee to coordinate on-going long term planning.
- Establish external and student Departmental advisory committees for development and planning.

Wildlife and Fisheries Biology, BS

The Wildlife and Fisheries Biology BS program strives to meet course requirements for certification by both The Wildlife Society and the American Fisheries Society. The BS degree program in WFB provides a solid foundation for many career options in the natural resource profession and sciences, as well as opportunities to pursue graduate education in wildlife and fisheries biology or related fields. The curriculum offers a balance of basic and applied sciences, courses in social sciences, and requirements to improve communication skills. Currently, the program graduates an average of 26 students each year. These students have been successful in finding employment and continuing their education in graduate programs throughout the country. Many of these students, who have completed advanced degrees, are faculty in positions at other universities across the country.

Efforts are underway by the Department to strengthen the curriculum by providing students with more field experiences, experiences that are important to today’s wildlife and fisheries profession. An on-going challenge, however, is balancing the necessary coursework required in the field of wildlife and fisheries biology, while at the same time providing as broad an educational experience as possible for students. The WFB BS curriculum is designed to help students meet course requirements for certification in the professional wildlife and fisheries societies. Some course requirements for certification (e.g. ornithology, herpetology, mammology, ichthyology) are currently being taught by the Department of Biological Sciences infrequently or not at all due to faculty retirements and/or program redirection. To assure that these courses continue to be available for WFB BS students, the FNR Department should consider requesting resources and faculty to teach these courses within the Department.

Faculty who teach in the WFB BS curriculum have a broad and diverse range of expertise that covers an array of subject areas in wildlife, fisheries, forestry, environmental toxicology, and related natural resource management. These faculty continue to demonstrate enthusiasm and dedication to serving the needs of students in effective teaching, advising, mentoring and helping to place graduating seniors in jobs or graduate degree programs. However, due to the retirement of several wildlife and fisheries faculty during 2001-2006, and the lack of refilling of these positions, there is a tremendous strain on remaining faculty to teach courses in the WFB BS curriculum. This situation will be exacerbated in the

near future as several additional wildlife and fisheries faculty are nearing retirement. Consequently, there is an urgent need to refill these faculty positions that are vacant (or will be vacant soon). These positions are crucial to fulfilling the mission of the WFB BS teaching program. The Department should also track and anticipate future retirements and have a long-range plan on how to refill these positions as they become vacant. In addition, the Department should request several graduate teaching assistantships to help with classes, teach labs, and assist in the field components of WFB BS courses. The importance of adding TAs to the program will only increase as the curriculum expands the lab and field portion of the WFB BS program.

Students enrolled in the WFB BS program have a variety of resources and support mechanisms in place to enhance their educational experience. With the support of the Department, the Student Chapter of the Wildlife Society and the subunit of the South Carolina Chapter of the American Fisheries Society offer students an opportunity to become professionally involved with other students, faculty and practicing natural resource professionals in South Carolina. The Department should continue to support these organizations and encourage students to become active within these organizations. Students also have opportunities to undertake an intern experience with several federal and state wildlife and natural resource agencies to gain invaluable experience that often provide job opportunities upon graduation. The Department should continue to support existing internship programs and explore the possibility of expanding the student internship program to other government agencies, conservation organizations, and private sector natural resource businesses.

One of the greatest teaching resources that the WFB BS program has to offer students is the proximity of the Clemson University Experimental Forest and associated agricultural lands, lakes, impoundments and isolated wetlands. These areas, for the most part, are adjacent to campus and offer field and lab experiences just a few minutes from the classroom. The nearness of these areas allows students to experience a variety of research and demonstration efforts in natural resource management that would normally not be available at other universities. Also, located within the state and available for teaching purposes are the Bell W. Baruch Institute of Coastal Ecology and Forest Science in Georgetown, SC; five Research and Education Centers scattered across the state, and a multitude of public and private areas involved in natural resource management. To facilitate travel to these areas for teaching labs and fieldwork, several departmental vans should be purchased and maintained specifically for teaching purposes.

Other resources available to students include a teaching lab with an animal specimen collection, the Campbell Museum of Natural History (houses herbarium and animal specimens), greenhouses, aquatic animal research facilities, the South Carolina Botanical Gardens, the Clemson University Outdoor Laboratory, a library with collections of wildlife and fisheries publications and electronic access/retrieval, an undergraduate computer lab, and a GIS lab. These resources are invaluable to the WFB BS teaching program and should be maintained and in some cases improved. More teaching lab space is needed, the animal specimen collection should be replaced and expanded, a departmental herbarium should be developed, and classroom space in the Campbell Museum of Natural History should be enlarged to accommodate WFB courses. The Department should also request continued updating of classrooms for “smart” capability with the addition of electronic blackboards.

In summary, the WFB BS program continues to provide a solid and comprehensive educational foundation for students interested in pursuing a career in wildlife and fisheries biology, natural resource management, or related science and natural resource fields. The curriculum and program are adjusting to meet the changing needs of society; challenges of wildlife, fisheries and natural resources conservation; and the demands placed upon today's wildlife and fisheries professionals. Building upon the strengths of the program, the Department should aggressively develop a plan-of-action.

Environmental and Natural Resources, BS

The BS Degree program in Environmental and Natural Resources was approved by the CHE on May 3, 2001, and the first students were enrolled Fall 2002. The purpose and mission of the program is to prepare students to function effectively in a world, which makes increasingly complex demands on the environment and natural resources, by enabling them to operate across disciplines when making environmental and natural resource decisions.

The degree program is an interdepartmental program within the College of Agriculture, Forestry, and Life Sciences. The thirteen faculty who have participated in the program since its inception, are from three departments – Biological Sciences, Forestry and Natural Resources, and Applied Economics and Statistics and are tenured in their respective departments.

Since the degree program has enrolled students for only the past 5 years, no major changes in the program mission or objectives are planned. Instead, minor adjustments to the curriculum have been and will continue to be made in response to annual assessments. Longer-range planning must regularly examine the balance between the pros and cons of having an interdepartmental program versus separate degree programs in their respective departments.

Continued increases in enrollments and predicted retirements will necessitate additional commitment of faculty time to ensure that course offerings meet the needs of students and that quality advising and student support is provided. One critical need already affecting the program is insufficient faculty FTE to meet the teaching and advising demands being placed on the core courses by an expanding student body. Creative coupling of ENR faculty needs with faculty needs in participating departments should enable alleviation of these problems with minimal increases in new faculty hires. However, at least two 50% appointments are needed as soon as possible.

Notable shortcomings in student support that need to be addressed are the significant lack of awards or scholarships specifically designed for ENR students, and the lack of any student organization specifically targeted to these students. Both of these issues can and will be addressed during the coming year. Recruiting for ENR program has been limited by design due to restricted and declining budgets. However, as budgets improve, a concentrated effort by ENR faculty will need to be established.

Faculty tenured in multiple departments, with their support and facilities also attached to these departments can be either an asset or a detriment to an interdepartmental program. The ENR program, to date, has been blessed with supportive faculty and departmental administrations, such that these factors have been assets rather than problems. Steps that can ensure this success continues include:

1. Formal recognition of the faculty of Environmental and Natural Resources by the upper administration, including appropriate action by the faculty senate.

2. Development of a separate budget for the program, including at least 0.25FTE staff support
3. Assignment of appropriate classroom and other facilities to the ENR program.
4. Continue careful collaboration between the program director and the department chairs involved to ensure best use of resources, and most effective faculty assignments.
5. Addition of sufficient FTE in the participating departments to enable quality teaching and advising, including honors and creative inquiry.

Additional steps that can be taken immediately to remedy identified weaknesses include the development and successful execution of aggressive programs for recruiting, and for establishing suitable scholarships and awards. Increased funding for undergraduate fellowships and awards can be integrated into the college's development strategy. New student organizations are being formed that address a more broadly based student body, such as the International Association for Society and Natural Resources. Such appropriate organizations can be invited to campus so that the students are made aware of these and given the opportunity to participate. If a sufficient number of students wish to form an affiliate organization associated with one of these organizations, program administration can provide support if deemed appropriate.

Forest Resources MFR, MS and PhD; Wildlife and Fisheries Biology MS and PhD

Clemson University's Department of Forestry and Natural Resources offers a comprehensive program of graduate education, including graduate programs leading to the Master of Forest Resources (MFR), Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees in Forest Resources, and Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees in Wildlife and Fisheries Biology. These graduate programs contribute to the economic future of the state, nation and world.

The MFR, MS, and Ph.D. programs in Forest Resources and MS, and Ph.D. programs in Wildlife and Fisheries Biology consist of a dedicated faculty; excellent computer, GIS, laboratory, and field research facilities; a positive academic environment; and diverse interdisciplinary support. Over the years the department has established several strong programs, which attract good students. With few exceptions, the students have been successful in completing their program, productive in research publications, and very competitive in the job market. With support of establishing teaching assistantship and additional hiring of faculty in critical areas, the department should be able to develop a top-ranked graduate program that attracts the best students in the nation and worldwide.

Over the years, the faculty have developed strong graduate programs in several areas, including silviculture and forest ecology, wildlife, environmental toxicology, and water resources. The program faculty has been successful in obtaining high level external funding, which is critical to support the graduate students. There are excellent computer, GIS, and laboratory facilities. Field research facilities (including the Clemson Experimental Forest and the Baruch Institute of Coastal Ecology and Forest Science) are outstanding. There are also excellent collaboration from USFS scientists stationed at Clemson.

Lack of teaching assistantships is a weakness in the graduate program. Because most graduate research is field-oriented, lack of logistic support (i.e., 4x4 SUV/trucks) has become a problem. Since 2000, 12 faculty have left the program, and 2 more will be leaving in 2007. Up to now only 5 new faculty have been hired. Lack of faculty also translated into inadequate number of offering in graduate courses.

A pool of teaching assistantships should be established, with the number equal to the number of tenured or tenure-track faculty. University motor pool should acquire a certain number of 4x4 trucks/SUVs to support the needs. This is a necessity for the safety of both the faculty and students.

Additional faculty, with adequately institution support, should be hired to strengthen the strong program areas, which may be the most cost-effective way to build national recognized program areas. Additional faculty is also needed to improve other areas (e.g., forest management) within the graduate program.

The MFR degree offers the opportunity for students without an undergraduate forestry degree to obtain an equivalent professional forestry credential. If the student does not possess a BS in forestry, he or she must essentially complete all requirements of the accredited undergraduate forestry curriculum. In the past few master's level programs were accredited (only those at programs with the BS in forestry). Currently many MFR programs are also professionally accredited by the Society of American Foresters. This makes the MFR a more valuable degree. The Department currently is working to acquire full professional accreditation for the MFR degree. This will add significant value to the degree.

The following are unranked identified strengths and weaknesses in the combined graduate program and specific programs in forest resources and wildlife and fisheries biology.

Weakness: Combined Graduate Program

- Old, worn out vehicles for research and teaching
- No access to 4x4 vehicles from motor pool
- Only two Teaching Assistantship
- Lack of field labs for many courses
- Failure to Rehire Core Faculty with specialties needed for research, teaching, and extension
- Not all classrooms are "Smart"
- Old, worn-out specimens for teaching
- Lack of a herbarium with common plants and trees for teaching/research
- No means of updating/replacement of faculty computing resources
- Lack of adequate chemical storage
- Lack of research equipment
- Lack of travel funds for students to attend meetings
- Threats to the "Bottoms" facility for golf course expansion
- Lack of web page manager
- Lack of 600/800 level graduate courses
- Loss of PSA funded graduate assistantships and technician funding
- Faculty need in Policy and Law
- Equipment Storage Facility
- Need total waiver of graduate fees and paid health care for students
- Faculty attitude toward graduate student-faculty interactions (seminars)
- Inadequate tracking of graduate students post-graduation

Weakness: Forest Resources Specific

- Failure to replace retired or departed faculty in critical areas
- Need to hire new faculty in the following areas: Natural Resources Policy,

Economics/Management/Tax, Forest Management/Silviculture, Integrated Pest Management, Urban Plant/Tree Health,

Quantitative Forest Ecology, Operations, Forest Products, Forest Industry Development

Weakness: Wildlife and Fisheries Biology Specific

- Failure to rehire mammalogist, ornithologist, and herpetologist in Biological Sciences (needed for certification in Wildlife Biology)
- Wildlife Faculty needs in Quantitative Population Science; GIS and Wildlife Applications; Game Biology and

- Management; Nongame Biology and Management
- Lack of Faculty for a true Fisheries Graduate Program
- Fisheries Faculty needs in Fisheries Management, Fisheries Population Biology, Ichthyology, Shellfisheries Biology, Fish Physiology, and Fish Genetics.

Strengths: Combined Graduate Program

- Dedicated Faculty
- Clemson Experimental Forest
- Campbell Museum
- GIS Laboratory
- Graduate School
- Lake Hartwell
- US Forest Service Southern Research Station
- Ability to study Forest-Wildlife Interactions
- Flexibility in Coursework for degrees

- Job placement is nearly 100%
- Excelled in University Research Awards (over 25% of Outstanding Graduate Researcher awardees from the department)
- Excellent graduate office space
- Strong program areas in silviculture/forest ecology, wildlife, environmental Toxicology, and water resources
- USGS Cooperative Unit
- USFWS Red-cockaded Woodpecker Group

Geology, BA, BS, and MS in Hydrology

Undergraduate degrees in geology and the graduate degree in hydrogeology, which are the focus of this study, are part of the offerings of the School of the Environment (SOE). Specifically, BS and BA degrees in Geological Sciences and an MS in Hydrogeology are offered. Also offered by the SOE are MS, ME and PhD degrees in Environmental Engineering and Science. Undergraduate minors are offered in environmental engineering and geology, and the SOE administers the university-wide undergraduate minor in Environmental Science and Policy. Since the SOE was formed in 2001 from the merger of the former Departments of Environmental Engineering and Science and Geological Sciences it encompasses both sets of degrees and combines both sets of faculty. Consequently, this review necessarily involves some information that can be separated out for the geological sciences programs and some that relates to the SOE overall. At the time of the merger, significant complimentary in programs, and some joint appointments, already existed. Further improvements in teaching and research programs and efficiencies in faculty assignments and course offerings, as well as growth in new directions, continue since the time of the merger. The original degree offerings are maintained because they have different objectives, target groups and professional relevance to students and faculty.

The undergraduate program is assessed by the faculty in regular discussions and meetings. Course evaluations by students are used as inputs. Each graduating student is interviewed by the Undergraduate Geology Coordinator and a record kept of the interview. Results have been positive. For example, in

2006 the responses to the question: "I am confident that the courses in my major adequately prepared me for a career or graduate study in geology." Were 33% "Strongly Agree" and 57% "Agree." An annual assessment report is filed with the university assessment office.

The undergraduate degree in geological sciences faces challenges but has an exciting future. New initiatives are affecting the nature and success of the degree. Additional changes and adjustments are to be expected. New young faculty are also "making their mark" and having a very positive effect. The merging of geological sciences with EES has brought together compatible programs and given the geological sciences programs a base and path for pursuing geology within the contact of environment and sustainability areas. It will take time and resources, but this path is expected to increase the number of undergraduate majors.

Bachelor of Science

Geology and biogeochemical environmental science involve the physics and chemistry of materials which comprise the earth, as well as the development and influence of life on earth and the environmental systems and processes involved. The chemical, physical, and biological responses to environments on and in the earth must be thoroughly understood at a fundamental level so that the history of the earth can be deduced, future changes and natural disasters might be predicted, and sustainable approaches to natural resources developed. The faculty depend on many geological resources, for example, water from ground and surface systems, metals from minerals, and power from coal, petroleum, and radioactive minerals. Geology integrates the science and engineering principles used for understanding and managing these geological and environmental systems. The geology curriculum is built around three themes in geology and environmental science: appreciation for spatial and temporal scales, knowledge of earth materials and compositions of environmental systems, and understanding geological and environmental processes. The Bachelor of Science degree can be earned in traditional geology or with a concentration in hydrogeology or environmental science. All majors participate in an interdisciplinary problem-oriented group research sequence and capstone course.

Employment opportunities for geologists and environmental scientists are numerous and varied. Included are such far-reaching fields as environmental and engineering consulting firms, mineral-producing industries, railroads, municipalities, natural resources conservation organizations, and water authorities. Many students go on to graduate study. It is important, therefore, that a geology or biogeochemical environmental science education develop a broad and rigorous base integrating a variety of descriptive and quantitative material.

The "traditional" curriculum provides the fundamentals of geology and excellent support in basic sciences. Graduates are prepared for employment or for graduate study in any field of geology. The Environmental Science Concentration provides an appropriate quantitative science base for students interested in environmental science and an introduction to environmental systems. It prepares students for careers in natural resources, the environmental consulting industry, government agencies or graduate school in environmental fields. The Hydrogeology Concentration may be taken by students interested in surface and groundwater systems and applying engineering principles to geologic problems. Graduates from the Hydrogeology Concentration work for consulting companies, government agencies and in the natural resources area or go on to graduate study.

Bachelor of Arts

The Bachelor of Arts degree in Geological Science provides a firm foundation in the geological sciences. There is a decreased emphasis on some math and technical courses and an increased emphasis on a broader liberal arts exposure. The BA is aimed at several groups of students, including those who want to pursue pre-college education careers. BA students must also pursue a minor of their choice in accordance with the Undergraduate Catalog.

The revised undergraduate curricula that went into effect in 2005 also have a major change in the structure of the degree, as well as new courses and a major revision of existing courses. The intent was to modernize the offerings, be more efficient, and to adopt an more interdisciplinary problem solving student centered approach. The new concentration areas also bring the undergraduate offerings in line with the emphasis areas of the SOE. The concentration in environmental science was instituted to provide Clemson students with an option for a quantitative based undergraduate degree. Basing such a degree in a geology framework makes sense and also provides the students with a “traditional professional home.” However, the faculty recognize that students need to be convinced of the value of pursuing an environmental science degree within a geological sciences program.

A central component is a series of problem-oriented courses each semester starting first semester of sophomore year required of geology majors and open to others. These courses offer a group learning and research experience, an introduction to problem solving through case studies and interdisciplinary team approaches. Focus is on, but not limited to research approaches in geology. Social and ethical contexts, communication skills and professional development are incorporated. The courses are designed to emphasize applied geology methods, research, professional development, communication skills and social/ethical contexts. Several Creative Inquiry efforts are now connected with these courses as the goals, objectives and approaches emphasized in the Clemson Creative Inquiry program are very compatible.

The new curriculum is also aiding in a further integration of faculty and programs in the SOE. Faculty who have their historical base in EES are participating more in the undergraduate program through the new courses as well as some of the old courses, and, particularly, through the Creative Inquiry courses and projects.

Master of Science

The purpose of the Master of Science in Hydrogeology is to prepare graduates for successful employment in hydrogeology or related fields or for continued graduate study. Appropriate students are now encouraged to pursue an EES PhD degree. As such, the overall objective is to develop in the student an understanding of fundamental concepts and processes, familiarity with the techniques, approaches and tools used in the field, and the ability to initiate and conduct independent investigations. This is accomplished through course work and thesis or special project research and a required field camp experience.

Most applicants to the Hydrogeology graduate program have a baccalaureate degree in the geosciences or environmental science. However, students having a strong undergraduate background in other fields of science or related engineering disciplines are encouraged to apply. The Hydrogeology MS degree has

been popular with both males and females, but the department needs to attract more minorities. Enrollment of US nationals has remained very high (>90%).

The types of financial aid awarded selectively to qualified applicants include graduate research assistantships, teaching assistantships, and fellowships. It is common for students who are teaching assistants during their first year of graduate study to switch to a research assistantship for their second year. As discussed above, the available funding has not increased with the needs, which has resulted in a decreasing number of students. This problem has been particularly acute in the hydrogeology program since at the time of the merger into the SOE the teaching assistantship levels were very low (\$9000/yr). This level was increased to \$12,000/yr, and very recently to the standard for the SOE. \$15,000/yr for masters students. However, since state funding for the TA positions has not increased proportionately, a smaller number of students can be funded.

Graduate Alumni Fellowships, University Research Fellowships, and George R. MacDonald Fellowships are University-wide awards administered by the Graduate School. These awards of \$5,000 each for the academic year are made on a competitive basis to nominees selected by the departments. Scholarly potential and academic excellence are the sole criteria for the awards. South Carolina Graduate Incentive Fellowships of \$5,000 for master's students or \$10,000 for doctoral students are available to minority graduate students. These awards are renewable. These fellowships are administered by the Graduate School.

Clemson University is one of only 18 universities nationwide from which graduate students may apply for fellowships from the OCRWM of the U.S. Department of Energy. Technical emphasis areas include earth science (hydrology-geology) and engineering.

Formal and informal assessment techniques are used in the Master of Science program. Student course evaluations are used for every section of every course. Faculty frequently makes individual and group assessments, and discuss them in faculty meetings. A formal exit interview is conducted with each student by the School Director. The feedback from these interviews is very positive. Employer input is obtained on an informal basis and is also very encouraging. A formal assessment report is filed with the university assessment office annually.

The MS degree program in Hydrogeology is very healthy. It attracts good students who appreciate the program and who get good job offers. Currently, funding to attract good graduate students is an issue that the faculty are working on. Integration of the program with EES has afforded both faculty and students expanded opportunities.

Communication Studies

The department of Communication Studies is in the College of Arts, Architecture, and Humanities. The self-study for this department was completed in fall 2006 and has been forwarded to the review committee. The following are excerpts from the self-study.

The major strengths of this Department include a talented group of tenured, tenure-track, and other faculty members, an outstanding cohort of undergraduate students, increased attention to defining a culture of teaching, research, and service excellence, pedagogically sound curriculum, and decision-

making processes based on strategic planning and a spirit of entrepreneurship. For example, tenure-line faculty members are increasingly placing their scholarship in the most prestigious scholarly outlets in the communication discipline. Peers both on campus and across the region have recognized Department faculty members for their teaching prowess. Department faculty members have provided valuable leadership in significant positions in major regional, national, and international scholarly associations.

The major weaknesses of this program stem from factors outside the Department's control. The size of the faculty is a serious concern that impacts several areas. The small size of the faculty compared with the size of the student population requires that faculty members routinely teach the same courses, teaching loads are heavy, faculty members are assigned large numbers of advisees, and the goals of pursuing graduate programs are complicated.

A second weakness relates to the Department's inadequate base operating budget. The Department of Communication Studies has 11 tenure-line faculty members, 11 full-time lecturers, and one full-time staff person. In addition to this, the Department supports three part-time lecturers and provides partial support to 12 graduate teaching assistants. The Department provides professional support to 23 full-time faculty members/staff and at least partial support to 15 additional faculty members with only \$24,492 annually.

An estimate of the regular operating expenses of the Department for one fiscal year is approximately \$16,269.04/fiscal year, leaving the Department \$8222.96 for all other expenses. That is, the remaining funds must cover all costs associated with any faculty searches undertaken, any "startup" packages offered to incoming faculty, any funds for faculty travel or other professional development, or any monies spent in support of providing additional staff support for the Department. Regarding the latter expense, the Department will pay \$7000 from its limited resources this fiscal year to "buyout" the time of a lecturer to serve as an administrative coordinator in lieu of any additional staff support from the College or University.

The Department has used its limited share (i.e., 35%) of lab fees collected from students enrolled in lab-intensive classes (e.g., Comm 150, Comm 250) to provide and maintain computing facilities for the Department, including the Communication Studies Lab. Otherwise, there would be no funding for faculty or student computers. In addition, without summer on-line/distance education revenues shared with the Department by the College (i.e., 50% share of profit, after all expenses have been paid), there would be no funding available for faculty travel or other professional development. To give some sense of the expense associated with faculty travel to present competitively selected research papers at major regional, national or international scholarly conventions, so far this fiscal year, the Department has provided \$12,569.67 to faculty in support of such travel. That figure will easily climb beyond \$20,000 by the end of the spring semester.

The Department has been fortunate that several of its faculty have received additional reassigned time for their scholarship from a competitive program developed by the Dean of the College. While this has been a very successful and very much appreciated program, in order to spread the limited funds available across as many faculty as possible, a decision was recently made that starting in the fall of 2007, departments in the college will be asked to pay 25% of the expenses associated with this program.

In practical terms, for the 2007-2008 fiscal year, the Department will have to generate an additional \$9000 or more in funding to continue to participate in the College program.

As can be seen, even participating to as great an extent possible in the revenue sharing programs developed by the Dean of the College, the single most significant factor limiting the growth of the Department is the lack of an adequate stable funding base. Ultimately, top quality faculty will be lured away by programs able to offer a more credible guarantee of funding for faculty facilities and professional support and the Department's gains over the past few years may be lost.

Finally, the lack of physical space will continue to be a challenge for this Department. Scheduling flexibility has relieved some of the burden associated with limited classroom space; however, as the program grows, this will become a more serious problem. When considering office space, the Department has outgrown its available space to the point that there are four and six people sharing office space. As the faculty continues to grow, the demand for additional office space will increase.

The Communication Studies Department would benefit most from changes that are largely outside of its control. Three specific steps that would allow continued growth in this Department include:

- A. Hire additional tenure-track faculty in strategic emphasis areas over the next few years.
- B. Increase the base operating budget to allow for more support for faculty professional development and scholarship. (The Department will continue to be entrepreneurial in seeking additional revenue streams, but a stable and adequate base budget would be very helpful.)
- C. Assign the Communication Studies Department more physical space (classrooms and office space).

Chemistry (815, 816)BA, BS, MS, and PhD.

The Chemistry department at Clemson University is currently finalizing its self-study. The results of the self-study will be submitted to the American Chemical Society its approval. The 2008 Institutional Effectiveness Report will include an updated summary of the self-study and the findings from the American Chemical society.

Rich Hilderman said that Bert Abbott will provide this.

BS	Biochemistry
MS	Biochemistry and Molecular Biology
PHD	Biochemistry and Molecular Biology
BS	Genetics
MS	Genetics
PHD	Genetics

Interim Report

Biosystems Engineering BS, MS, PhD

Agricultural Mechanization and Business BS

Agriculture Education BS, MAgEd

The Department of Agricultural and Biological Engineering is an academic unit of professionals who discover, adapt and disseminate knowledge and technologies. The focus is to 1) enhance and sustain human and natural resources by integrating the basic biological and engineering sciences to design and develop beneficial biological and environmental systems, and 2) provide educational and leadership training for future agricultural leaders and teachers of science and agriculture for South Carolina's secondary education system.

The engineering and technical section of the department:

1. has unique attributes that enable integration of the basic biological science and engineering fundamentals to solve problems and develop the basis for technical advancement for agricultural, bioenvironmental, bioprocessing, and biotech industries.
2. will lead the state and nation in addressing emerging challenges related to biological systems, natural resources and environmental quality for the educational, economic and environmental benefit of society.

The goals of the Agricultural Education section of the department include serving all populations, through development of current and future agriculture educators, and supporting the needs and objectives of the educational system at Clemson University and the people of South Carolina. The agricultural education section:

1. will prepare and provide continuing education for professionals who will build on the knowledge-base of learning and teaching, improve the basis of curriculum development, demonstrate effective delivery methodologies, assess program relevance and effectiveness, and project future educational needs of people who are involved in or affected by agricultural industries,
2. will develop instructional materials and conduct research on innovative instruction methods in agricultural education and leadership, and
3. will provide educational services, support and leadership for secondary education curricula in Agricultural Education, FFA and Young Farmer programs in South Carolina.

The Department of Agricultural and Biological Engineering goals include providing excellent academic programs, timely outreach and service programs, and cutting-edge research programs that enhance Clemson University's effort to reach a position of leadership among public universities in the United States. Programs of the department coincide and overlap with nine University Core Objectives and four Public Service Activities Goals.

The Department of Agricultural and Biological Engineering Categorized Goals:

1. Provide quality educational programs to undergraduate and graduate students in biosystems engineering and in agricultural technical/education curricula.

2. Conduct creative and productive cutting-edge research in identified priority areas.
3. Offer outreach and service programs to meet high priority public needs.
4. Provide continuing educational opportunities to faculty, alumni and professional clientele throughout South Carolina and the southeastern US.
5. Conduct international programs involving scholarship in academics, research and outreach.

The following information is from the assessment records of the department.

Biosystems Engineering---BS

Goal: _1. Improve/provide quality educational programs to undergraduate and graduate students in agricultural/biological engineering and agricultural technical/education curricula.

Objectives 1. Graduates of the program will understand the basic principles of mathematics, science, and engineering required to ensure competence in solving real-world problems.

Assessment Results.

- The average GPA of 3.2 for May 2005 graduates meets the criterion. Results used in 2005 ABET accreditation self study. No evidence of need for curriculum change.
- The instructor of BE 416 (capstone design) completed an evaluation of individual student performance relative to “demonstrated competence in solving a real-world design problem.” The evaluation was independent of the course grade and estimated the student’s competency as “Strong,” “Adequate,” or “Inadequate.” Criterion met at 91% for Fall, 92% Spring semesters. The results were used in 2005 ABET accreditation self study. Design experience is being strengthened for other reasons.
- Fundamentals of Engineering Examination minimum passing rate of approximately 75% when compared to the national passing rate. Criteria surpassed at 86%, Fall 2004. Used in 2005 ABET accreditation self study. These results indicates a successful curriculum and good students.
- Those taking the exam will achieve average correct answers at not less than 80% of the national average on at least five of six subjects including statics, dynamics, strength of materials, fluid mechanics, thermodynamics and circuits. From 1998 through 2004, Clemson BE students average component scores met this criterion for ALL scores except one, and missed that criteria by only 1%. National average scores were exceeded on 33% of the component subjects during this time period. Results used in the 2005 ABET accreditation self study. Because most of these component subjects represent basic courses taken outside the major courses, strengthening specific scores (those where Clemson averages scores below national average, but above the criteria level) is more difficult due to lack of control of such course. While major courses can strengthen these subjects through applications, this is somewhat limited because of the need for prerequisite knowledge and limited time available for “review.” However, several changes in the BE curriculum as well as changes in some BE courses should result in some improvement.
- A criterion for success of ninety percent (90%) of the students will take courses in the prescribed sequence when examining the transcripts and course progress documentation. This criterion was met due to the use of computer analysis of student registration schedules and subsequent enforcement. Results used in the 2005 ABET accreditation self study. Adhering to the prescribed sequence enhances the student learning experience.

Objectives 2. Graduates will have the ability to design devices, controls, and processes to meet design criteria.

Assessment Results.

- Alumni survey was either not conducted or the results were not available; therefore the department substituted the graduating senior Exit Survey. Two-thirds (67.75%) of graduating seniors alumni responding to surveys agree that they have the ability to design systems, components, or processes to meet their employers' needs with a strong or very strong rating. Criteria failed at 52%. Modifications in the new curriculum effective Fall 2005 will address this lack of confidence.

Objective 3. Graduates will acknowledge the need for professional conduct, high ethical standards, and concern for social/environmental problems.

Assessment Results.

- Graduating senior Exit Survey substituted for the alumni departmental survey. The criterion for success was that three-fourths (75%) of alumni graduating seniors surveyed (Exit Survey) agree that they understand the need for professional conduct and high ethical standards in professional practice with a strong or very strong rating. The criterion was met at 96% and the results were used in the 2005 ABET accreditation self study. The criterion indicates that the curriculum has been successful.

Objective 4. The program will meet accreditation criteria.

Assessment Results.

- The criterion is that the program will maintain approved (accredited) status by ABET. Success is expected with the current accreditation review. Accreditation is good for student and faculty recruitment and necessary for a successful program.

Biosystems Engineering, MS

Goal: 1. Improve/provide quality educational programs to undergraduate and graduate students in agricultural/biological engineering and agricultural technical/education curricula.

Objective 1. M.S. graduates of the program will have knowledge in advanced mathematics, science and engineering which make them competent to solve real-world problems.

Assessment Results.

- Transcript - Satisfactory completion of graduate level mathematics, science and engineering courses listed on Form GS-2. Twenty four (24) of twenty six (26) grades of three MS graduates were A or B with two C's. Criteria met at approximately 92%.
- Final Oral Exam A minimum of 80% of graduates will pass the oral exam on the first attempt. Criteria met at 100%.

Objective 2. M.S. graduates will have the ability to design experimental research, collect data and interpret results.

Assessment Results.

- Graduate advisory committee records will be used to assess the success of this objective. The criterion of successful completion of thesis was met at 100%.
- The completion of Experimental Statistics (EXST) 801 or equivalent was used as an assessment method. The criterion of at least 90% of graduates completing EXST 801 (or equivalent course) with a grade of B or better was met at 100%.

Objective 3. M.S. degree graduates will be able to develop research reports suitable for publication or presentation to professional engineers.

Assessment Results.

- The Graduate Committee will approve thesis. Criterion met at 100%.
- Data from major advisors demonstrated that ninety (90%) of graduates prepared at least one professional paper or presentation related to their thesis within 6 months (before or after) graduation. Only one of three met the criteria within the 6-months post graduation period. However, one of the remaining graduates is currently preparing a manuscript. Criteria failed. More attention and emphasis needs to be placed upon this aspect of graduate study by the BE graduate advisers.

Biosystems Engineering---PhD

There are no PhD graduates during the time of this assessment. The department continues to assess the progress of those students who are successfully working toward completion of the degree.

Agricultural Mechanization and Business, BS

Goal: _1. Improve/provide quality educational programs to undergraduate and graduate students in agricultural/biological engineering and agricultural technical/education curricula.

Objective 1. Graduates of the program will understand the basic principles of mathematics and science and their applications to the field of agricultural mechanization and business.

Assessment Results.

- Transcript Graduates will complete mathematics, science and AGM courses necessary for completion of degree program with a minimum GPR of 2.4 Results: Math = 2.5; Science = 2.34; AgMech = 3.5 - Criteria Met for Math and AgMech and nearly so for Science.
- Exit Interview survey will indicate that two-thirds (67%) or more of the graduating seniors agree that they received sufficient mathematics, science and Ag Mech (AGM) education. Levels of general agreement (2, 3, 4 of 1 thru 5) and average scores [“] Math, 71% [3.5]; Science, 100% [3.0]; and Ag Mech, 75% [2.3]. Criteria Met- Indicates no curriculum action needed regarding these subjects.

Objective 2 Graduates of the program will understand the basic principles of agricultural business.

Assessment Results.

Graduates will complete courses comprising the Agriculture Business minor with a minimum GPR of 2.5. Using transcripts, the student average was GPR = 3.2 therefore the criterion was met.

Objective 3. Graduates will acknowledge the need for professional conduct, high ethical standards, and concern for social/environmental problems.

Assessment Results.

Transcripts indicated that graduates successfully completed a professional issues course (AGM 472).with an average GPA = 4.0.

Agricultural Education, BS

Goal: _1. Improve/provide quality educational programs to undergraduate and graduate students in agricultural/biological engineering and agricultural technical/education curricula.

Objective 1. Determine effectiveness of undergraduate curriculum for Agricultural Education.

Assessment Results.

- Student teaching experience was judged by the criterion that 90% of graduating student teachers successfully completed the experience process. The criterion was met at 100% and 100% successfully completed the PRAXIS I Exam. The results will be used to enhance the student experience.
- A survey of undergraduate alumni 3 to 5 years post graduation was used to collect data with the criterion being that 75% of participating graduates will indicate that the Ag Ed program successfully prepared them for their chosen career. The criterion was met at 100% based on survey conducted by Office of Assessment. These data will be used in student recruitment.
- Formal exit interviews with all graduating students indicated that 80% of graduating students noted that their academic studies at Clemson met their educational expectations. This criterion was met at 90% of graduating seniors agreed or strongly agreed that the program met their educational expectations and prepared them for their career. Teacher Certification Program Exit Survey will be reviewed and suggests from students will be incorporated into the curriculum and the certification exam.
- By using two capstone courses (AgEd 401 – Methods of Teaching; AgEd 406/407 – Directed Teaching/Internships) to evaluate student understanding of pedagogy/, andragogy, technical content and ability to develop and execute lesson plans and delivery of lessons and by using NCATE Standards for portfolio assessments, the evaluation indicated that 90% of student portfolio and pre-service experience are rated satisfactory or excellent. Student portfolios were developed and 100% rated satisfactory or excellent. Portfolio development will continue to be improved.
- Core Ag Ed and emphasis (technical) area courses were evaluated via GPA (transcript) with the criterion that graduating Ag Ed students will achieve an overall 2.5 GPA in their core Ag Ed and emphasis courses. All AgEd students graduated with an overall GPA of 2.5 Five AgEd students graduated with academic honors. These findings reflect student quality and teaching effectiveness.

Agricultural Education---Master of Ag Ed

Goal: 1. Improve/provide quality educational programs to undergraduate and graduate students in agricultural/biological engineering and agricultural technical/education curricula.

Objective 1. Determine effectiveness of graduate curriculum for developing professionals in Agriculture and Extension education.

Assessment Results.

- A survey of student teachers and agriculturally related professionals was used to collect data. The criterion for success was met in that 80% of the participants perceived the current program as very effective after completion of their internship. The agreement of 100% of students enrolled in teacher education program exceeded the criterion of 80%.
- Survey of alumni graduate students 3 to 5 years post graduation was used to assess this objective with a criterion for success being that 80% of the respondents will indicate that the Ag Ed Graduate program successfully prepared them for their chosen career. This criterion was met with 100% agreement of survey respondents.
- Formal exit interviews with graduates was a means of assessment with a criterion of 80% of graduates indicating that their academic studies at Clemson met their educational needs. The criterion was near 100% based on surveys, exceeding the 80% standard.
- Evaluation of written and oral comprehensive exams was used to determine students' understanding of both pedagogy/andragogy and technical content as "Unsatisfactory", "Satisfactory", or "Excellent." The criterion was that 90% will be rated "satisfactory" or "excellent." The criterion was met with 100% of eight students passing the oral and written Comprehensive Exam satisfactorily or better.

COMPONENT 12

STUDENT DEVELOPMENT

As required by the SC Commission on Higher Education, Clemson University has a plan to assess student development in a manner that is meaningful and applicable to the services and curriculum of the institution. The June 1995 Institutional Effectiveness Report sets forth the procedures Clemson University identified for the assessment. These procedures include students and graduates reporting their participation and satisfaction in programs and service sponsored by the Division of Student Affairs pertaining to student academic and career success. Every program and unit at Clemson University provides an annual assessment record to the office for Institutional Effectiveness and Assessment. Used as assessment strategies, the annual alumni survey, the Student Satisfaction Inventory™, and unique surveys prepared by the departments, each provides insight into the success of the services and programs.

Clemson University student development programs and services are responsive to the needs of its students. Modifications and new programs are a direct result of opportunities and needs identified through program and institutional assessment. Clemson University is designed to provide programs and services responsive to the needs of the student; aiding the student in adjusting to the educational and diverse cultural and social awareness choices of campus life. By design, this empowers the student with a smooth transition from college student to adulthood, departing Clemson with the required skills for achievement and success in both career and personal life.

In August 2006, Clemson University welcomed more than 3,000 new students to campus. Each new student, along with the returning undergraduate and graduate students, realized many enhancements promoting their academic excellence, personal growth and success. The delivery of these services is within both the Division of Academic Affairs and the Division of Student Affairs.

Using the results of the Student Satisfaction Inventory, administered to 2,158 undergraduate students during selected classes in April 2007, Clemson gauges its change over time. The data incorporated herein are from classes selected to create a representative sample of the undergraduate student body. Students were asked to respond to the importance (I) items on a “1-not important at all to a 7-very important” scale. Students were asked to respond to the satisfaction (S) items on a “1-not satisfied at all to a 7-very satisfied” scale.

In general, students are satisfied with the focus of the university. The items representing “Student Centeredness” show an overall increase in satisfaction in 2007 over 2005 responses. The “Student Centeredness” is, in part, a direct result of how students perceive the campus community’s concerns for them. The level of satisfaction between 2005 and 2007 mean scores has increased. However, the overall factor mean scored for importance has declined since 2005. The following two tables display the mean scores for the factors and the items for both importance (I) and satisfaction (S) for 2005 and 2007.

		Spring 2005		Spring 2007	
		I	S	I	S
Student Centeredness		6.14	5.40	6.14	5.47
1	Most students feel a sense of belonging here	5.95	5.56	5.94	5.63
2	The campus staff are caring and helpful	6.15	5.25	6.12	5.34
10	Administrators are approachable to students	5.74	5.00	5.72	5.07
29	It is an enjoyable experience to be a student on this campus	6.52	5.89	6.55	5.94
45	Students are made to feel welcome on this campus	6.29	5.72	6.32	5.77
59	This institution shows concern for students as individuals	6.22	4.96	6.19	5.03

		Spring 2005		Spring 2007	
		I	S	I	S
Concern for the Individual		6.00	4.87	5.97	4.94
3	Faculty care about me as an individual	6.03	4.91	6.03	5.03
14	My academic advisor is concerned about my success as an individual	6.18		6.19	5.01
22	Counseling staff care about students as individuals	5.81	4.73	5.72	4.76
25	Faculty are fair and unbiased in their treatment of individual students	6.39	5.03	6.35	5.11
30	Residence hall staff are concerned about me as an individual	5.26	4.58	5.25	4.66
59	This institution shows concern for students as individuals	6.22	4.96	6.19	5.03

Satisfaction with the campus support services is about the same in 2007 as it was in 2005. For all items, the 2007 mean scores of importance (I) are lower than the 2005 scores. However, there appears to be little fluctuation in the mean scores of the items. Service excellence is another indicator of how students perceive the campus. There has been a slight decrease in the mean score of importance between 2005 and 2007. The following two tables display the mean scores for the factors and the items for both importance (I) and satisfaction (S) for 2005 and 2007.

		Spring 2005		Spring 2007	
		I	S	I	S
Campus Support Services		5.90	5.42	5.86	5.43
13	Library staff are helpful and approachable	5.55	5.52	5.48	5.54
18	Library resources and services are adequate	5.98	5.57	5.96	5.62
26	Computer labs are adequate and accessible	6.26	5.49	6.19	5.44
32	Tutoring services are readily available	5.85	5.33	5.84	5.43
44	Academic support services adequately meet the needs of students	5.93	5.19	5.92	5.21
49	There are adequate services to help me decide upon a career	6.22	5.25	6.19	5.24
54	Bookstore staff are helpful	5.52	5.55	5.42	5.49

		Spring 2005		Spring 2007	
		I	S	I	S
Service Excellence		5.91	4.96	5.88	4.98
2	The campus staff are caring and helpful	6.15	5.25	6.12	5.34
13	Library staff are helpful and approachable	5.55	5.52	5.48	5.54
15	The staff in the health services area are competent	6.10	4.70	6.11	4.56
22	Counseling staff care about students as individuals	5.81	4.73	5.72	4.76
27	The personnel involved in registration are helpful	5.93	5.07	5.96	4.99
57	I seldom get the "run-around" when seeking information on this campus	6.06	4.61	6.01	4.59
60	I generally know what's happening on campus	5.81	5.29	5.81	5.38
71	Channels for expressing student complaints are readily available	5.87	4.47	5.82	4.55

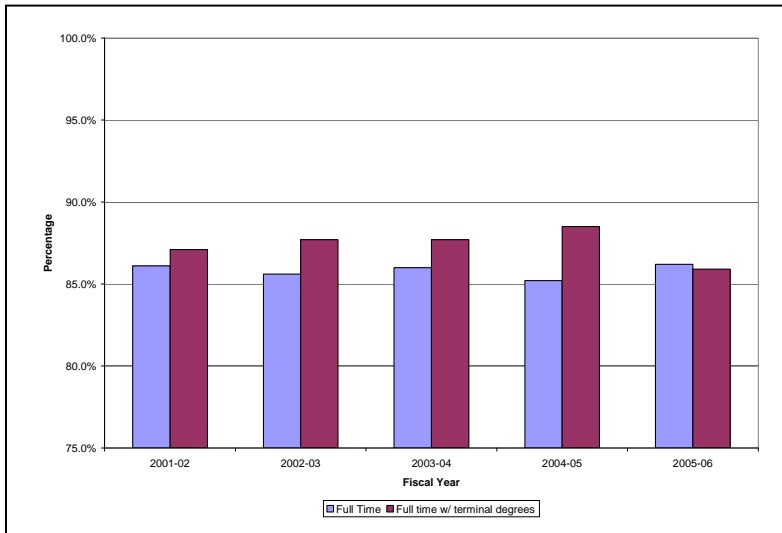
There are two areas of the university upon which student development lies: Academic Affairs and Student Affairs. The discussion that follows will describe the service and activities that contribute to the overall student experience at Clemson University.

DIVISION OF ACADEMIC AFFAIRS

The Vice President for Academic Affairs and Provost is the Chief Academic Officer of the University and Chairperson of the University faculty. Responsible directly to the President for all academic matters, recommending to the President short-range and long-range plans for academic development and formulates policies to implement approved plans.

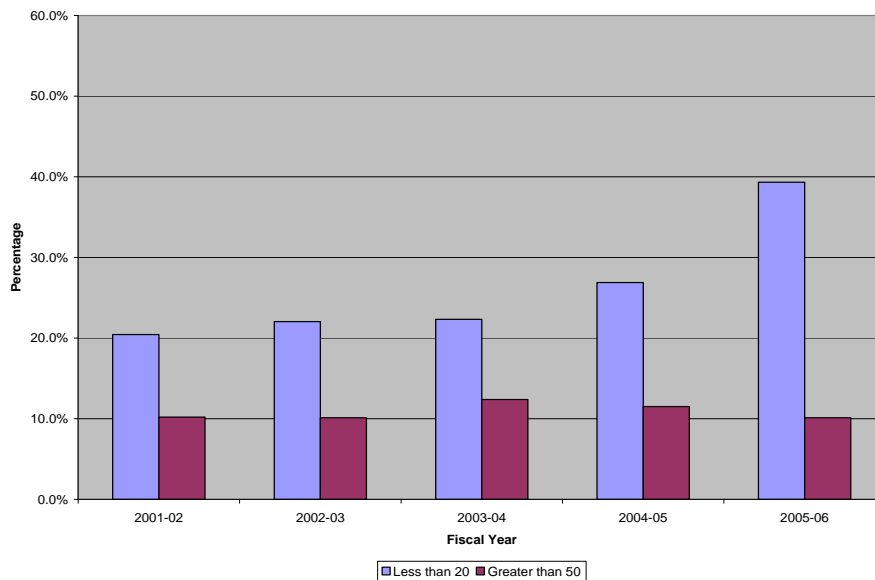
Clemson University is comprised of five colleges: Agriculture, Forestry and Life Sciences; Architecture, Arts and Humanities; Business and Behavior Science; Engineering and Science and Health, Education and Human Development. The colleges report to the Provost, as do units such as Undergraduate Studies, Graduate Studies, International Affairs, the Library, Division of Computing and Information Technology, and Office of Teaching Effectiveness and Innovation, and Off-campus Distance and Continuing Education. In the absence of the President, the Provost presides over the affairs of the University. The Office of Academic Affairs strives to provide quality and fairness to students' educational experiences.

In part student success and development can be attributed to the faculty, class size, and ratio of students to faculty members. Clemson University continues to collect these data as one point in evaluation. Because all assessment activities use multiple data, these continue to be three that are of great importance to the quality of the student experience and development.

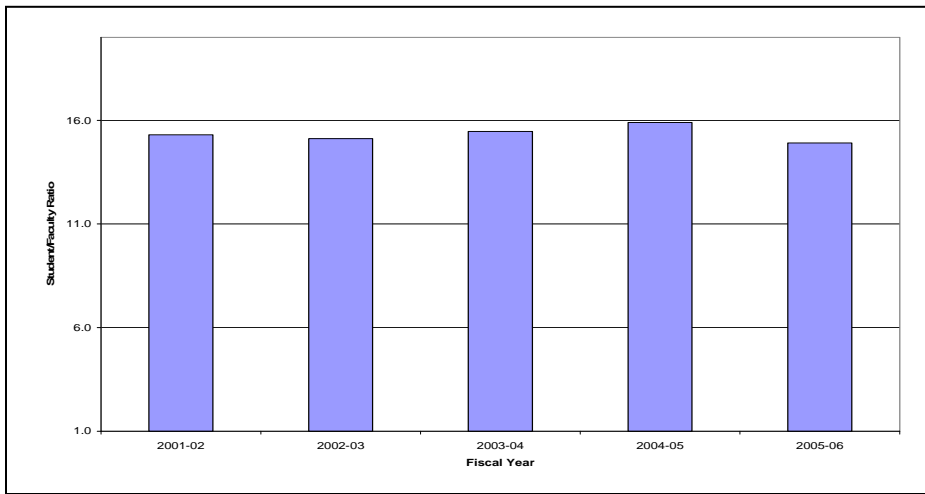


First, the number of full-time faculty are important when considering the institution's ability to deliver the multiple educational programs. The number of full-time faculty at Clemson are fluctuating during this period of TERI retirements, but new hires are anticipated and the overall number of new faculty will increase. TERI faculty may be hired as temporary or part-time as the new hiring process continues.

Clemson continues to make improvements in reducing the class size for undergraduate classes by increasing the percentage of all class sections with less than 20 students and reducing the percentage of all class sections with more than 50 students. Issues related to class size are linked to courses in which primarily freshmen require more intense student/faculty ratios. Freshman math and English are two key areas where students are more successful when faculty can provide feedback. The smaller the class size, the more faculty are able to provide written work (essays, math problems, etc.). Also smaller classes are preferred in junior and senior courses in the majors so that faculty and students within the discipline. Large classes work best when there are breakout labs (sciences) or attached seminars.



Freshman math and English are two key areas where students are more successful when faculty can provide feedback. The smaller the class size, the more faculty are able to provide written work (essays, math problems, etc.). Also smaller classes are preferred in junior and senior courses in the majors so that faculty and students within the discipline. Large classes work best when there are breakout labs (sciences) or attached seminars.

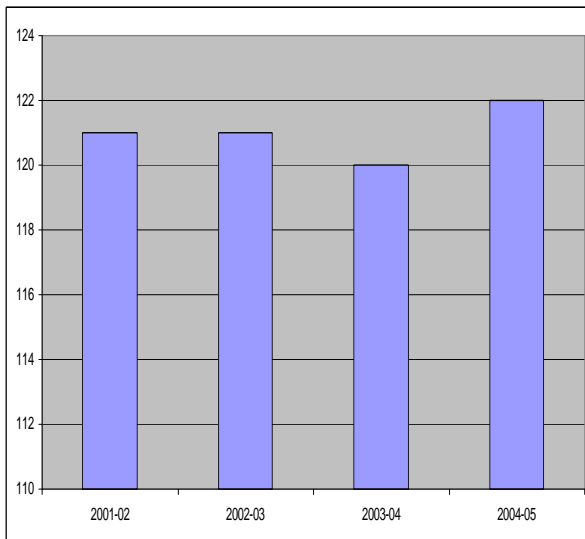


Ratio of Students to Faculty.
 The number of students in classes as well as the ratio of faculty members to students are indicators of quality of the educational environment. The ratio of students to faculty members is lower than it has been in the past 4 years.

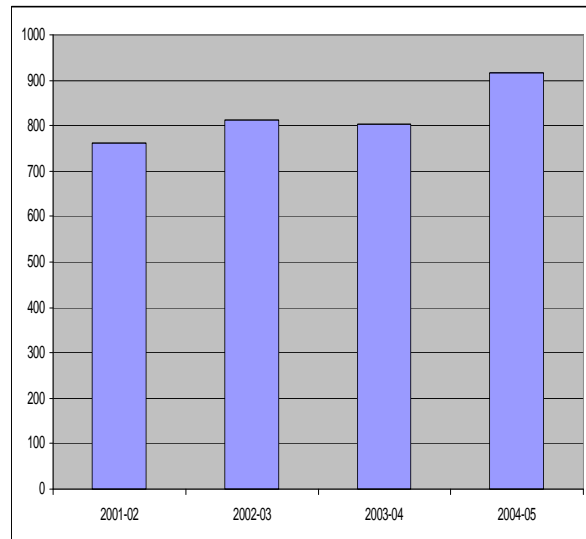
Some of the measures for success in student development are the number

of degrees earned by the students. Clemson University awards degrees for graduates at three ceremonies during the year. The number of degrees being awarded has not increased significantly over the past 4 years as seen in the following tables.

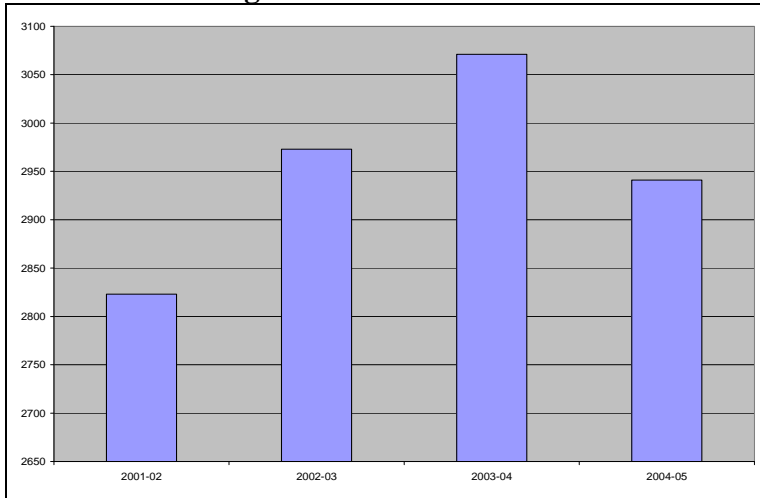
Doctoral Degrees



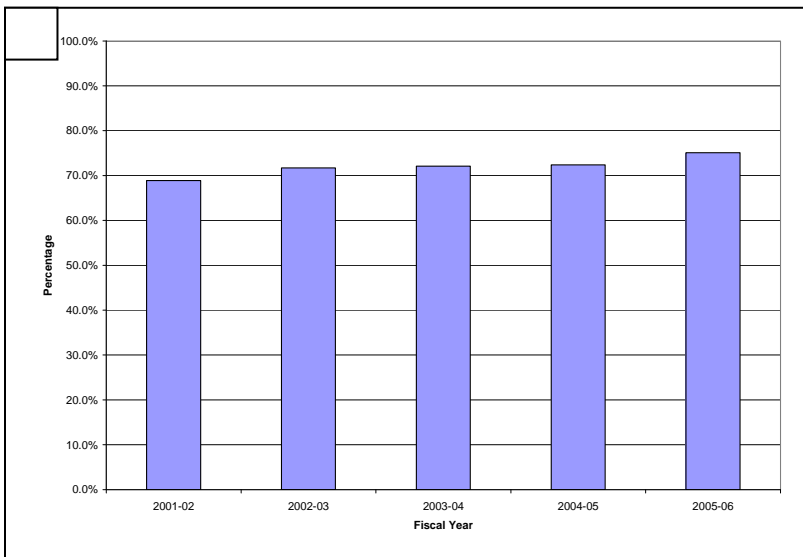
Masters and Specialist Degrees



Baccalaureate Degrees



Clemson continues to enhance programs and services to reduce students' time to graduation. The percentage of students graduating in 6 years has improved by 6.2% in four years.



ACT Institutional Data File, 2002, reports that the 5 year graduation rate for highly selective institutions is 73.3% and Selective institutions, 50%. And that the graduation rate for PhD Public institutions is a mean score of 45%. Although not comparable, it is clear to see that Clemson's 6 year rate of 75.1 exceeds all of the 5 year rates.

Undergraduate Studies (<http://www.clemson.edu/ugs/>)

The Division of Undergraduate Studies is a multifaceted service and support unit dedicated to the intellectual and personal growth of undergraduates at Clemson University. The mission of Undergraduate Studies is the enrichment of the undergraduate academic experience, from initial recruitment and admission, through graduation, and preparation for a life of productive and responsible citizenship. This area assists in the development and enhancement of the undergraduate curriculum for both degree programs and general education.

Registrar, Admission (<http://www.registrar.clemson.edu/>)

Throughout the application process to Clemson University, a student becomes familiar with the responsibility of the Admissions Office. Upon arrival on campus, the student has learned that the Office of the Registrar competently and confidentially maintains all undergraduate and graduate student records. Each student is serviced by the Registrar and Admissions offices. The student's records are maintained in a secure location with appropriate back-up files maintained. Policies are in place and published outlining which records are to be maintained, stored and preserved.

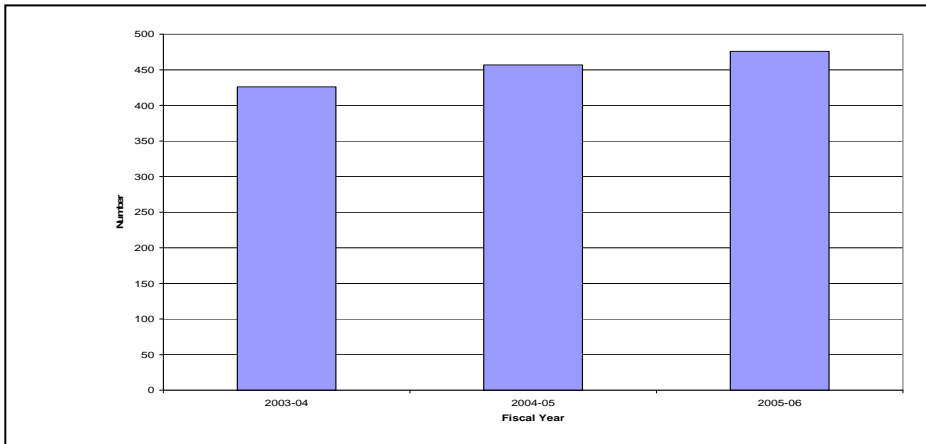
Student satisfaction, as measured by the SSI, has risen slightly. A small decline in satisfaction with personnel involved with registration personnel must be noticed. Staff and faculty other than Registration Services participate in helping students register including CCIT, Academic Success Center, Enrolled Students, Academic and staff advisors; therefore, it is unclear which staff this item refers. The following table shows the importance and satisfaction on the Registration Effectiveness factor and items for 2005 and 2007.

		Spring 2005		Spring 2007	
		I	S	I	S
	Registration Effectiveness	6.06	4.77	6.03	4.80
11	Billing policies are reasonable	6.04	4.35	5.98	4.49
20	The business office is open during hours which are convenient for most students	5.60	4.80	5.60	4.89
27	The personnel involved in registration are helpful	5.93	5.07	5.96	4.99
34	I am able to register for classes I need with few conflicts	6.59	4.27	6.54	4.29
50	Class change (drop/add) policies are reasonable	6.10	5.35	6.04	5.38

Student Financial Aid (<http://www.clemson.edu/finaid/>)

Financial aid counselors are available to assist the student. The financial aid programs are audited both by the state and internally for compliance with federal and state requirements. The department does meet all the requirements as issued under Title IV monitoring the student loan programs. The university default rate is extremely low, well below most universities. This department assists in providing to the student access to financial resources that may be necessary for the student to be successful in meeting financial obligations for tuition, housing, books, or other needed commitments. Some of the financial resources are scholarships, grants, and loans.

1. The Palmetto Pact is a Clemson University scholarship and grant initiative which aims to increase the pipeline of graduates who are qualified for a knowledge-based economy, encourage community service, and enhance access to Clemson. The program significantly increases scholarship and grant opportunities available to South Carolina residents.
2. The LIFE Scholarship award amount is determined annually by the South Carolina General Assembly. The value is related to cost of tuition plus an allocated amount for the cost of textbooks. The LIFE Scholarship, in combination with all other scholarships and grants, may not exceed the cost of attendance as defined by Title IV regulations.



The number of undergraduate students at Clemson who retain their LIFE scholarship continuously over 3 years has increased. The retention of students and their being able to maintain status of holding their LIFE scholarships continues to be monitored. Services provided by Academic

Success Center to assist students include tutoring, supplemental instruction, and disability services

3. The Federal Pell Grant is the largest federal student aid gift assistance program available to undergraduates. The maximum Federal Pell Grant for 2006-07 was \$4,050.
4. Federal Supplemental Educational Opportunity Grant (FSEOG) is available to full-time, first-time undergraduates who have exceptional financial need. Students must maintain satisfactory academic progress to receive FSEOG assistance. Awards are dependent on the level of federal funding received by Clemson University.
5. Clemson University Community Service Grant (CCSG) provides grants to full-time students who perform 40 or more hours of community service during the academic year. Students may choose the community service project that best fits their talents and schedule.
6. The South Carolina Need-Based Grant awards up to \$2,000 to South Carolina residents demonstrating financial need.

The SSI, administered to students who enrolled in Spring 2005 and 2007, rated their importance (I) and satisfaction (S) with items related to recruitment and financial aid. The difference in mean scores between importance and satisfaction for “Adequate financial aid is available for most students” continues to be greater than for most items. This has been a small increase in satisfaction since 2005. The following table shows the mean scores for both importance and satisfaction for the two recent surveys.

		Spring 2005		Spring 2007	
		I	S	I	S
	Recruitment and Financial Aid	5.89	4.74	5.88	4.83
4	Admissions staff are knowledgeable	5.99	5.01	6.03	5.04
5	Financial aid counselors are helpful	5.79	4.52	5.72	4.65
12	Financial aid awards are announced to students in time to be helpful in college planning	5.97	4.65	5.96	4.82
17	Adequate financial aid is available for most students	6.13	4.35	6.08	4.46
43	Admissions counselors respond to prospective students' unique needs and requests	5.69	4.82	5.68	4.87
48	Admissions counselors accurately portray the campus in their recruiting practices	5.76	5.11	5.80	5.16

ROTC

Clemson University's Air Force ROTC Detachment 770 Flyin' Tigers has been named the Most Outstanding Air Force ROTC Detachment in the Southeast Region. The honor, known as the High Flight Award, is presented each year to one detachment in each of three size categories of small, medium and large. According to Col. Lance Young, the detachment competed for the first time this year in the large category. It competed against 39 detachments across nine states and Puerto Rico. Detachment 770 now moves forward to compete for the Right of Line Award, which will be announced the first week in November, honoring the best detachment in the nation from among 144 detachments comprised of approximately 16,000 cadets.

The Flyin' Tigers won the High Flight Award for demonstrating excellence in a variety of categories that include production, education and cadet activities, all designed to promote the military heritage of Clemson and maintain the integrity of the unit. The group's activities include, among many others, Veteran's Home visits, hosting the yearly Tiger Drill Meet for hundreds of JROTC cadets from five states, an annual POW/MIA recognition program, an annual Veteran's Day program, an annual Pass-in-Review on Bowman Field, and co-sponsorship of the Military Appreciation Day event.

Col. Young cites teamwork, a 100 percent effort from each individual, and the unmatched environment for success provided by Clemson University and the local community as reasons for the recognition. "It is an honor in itself for our cadets to be recognized at this level, but the most rewarding part is that these cadets are being recognized at this high level consistently, year in and year out," Young said. "I don't think this would be possible without all the outstanding support we receive from so many – the university, the community, Clemson Corps, Air Force Association and the students. This is a total 'One Clemson' effort."

The Clemson Corps is a constituency group dedicated to continuing Clemson's military heritage and developing other opportunities to commemorate the military history of the university. In addition, it

aims to support Clemson's Army and Air Force ROTC programs through annual scholarships and endowments.

Army ROTC, Military Science, was established as an integral part of the academic curriculum of Clemson University beginning in 1893 with the institution's first full time academic year of operation. Clemson's long association with Army ROTC began in the context of a Military College with an all male corps of cadets. On April 6, 1917, the United States declared war on Germany, and Clemson's senior class volunteered to President Wilson en masse. A total of 1,549 served and 25 were killed in the line of duty. Medals of Honor were presented to Ensign Daniel Sullivan and Sergeant Erans Foster. During World War II, Clemson supplied more Army officers than any other institution except for Texas A & M. A total of 6,475 served and 370 were killed in the line of duty. A Medal of Honor was presented to LTC Jimmy Dyess a member of Clemson's Class of '31.

In 1955, the trustees of Clemson College took steps toward becoming a full university resulting in the Corps of Cadets being abolished. The ROTC basic program remained mandatory for only freshmen and sophomore males until 1969. ROTC became fully an elective program in 1971 and opened to women. Three years later, the Clemson had its first female leadership officer commissioned. The Army ROTC has remained an elective program for all classes since that date.

Clemson ROTC offers a general military subject curriculum. This enables the program to produce officers available for a wide variety of Army assignments in most branches. At present, both the two year and four year programs are offered as a part of the Army ROTC curriculum. This curriculum is a viable academic career program for both men and women students who desire entry into the Active Army, Army Reserve, or Army National Guard as a Commissioned Officer.

Summer Programs and Academic Outreach (<http://virtual.clemson.edu/groups/precollege/>)

The mission of Clemson University's Academic Outreach Programs (AOP) is to provide leadership in developing precollege enrichment programs that support recruitment and retention in the Division of Undergraduate Studies. AOP's nationally recognized programs build alliances with several groups, including secondary schools, the Commission on Higher Education and the Princeton Review, all of which contribute to increasing the pool of talented minority students who will further their education at Clemson. Some of these programs have been in existence since 1980, when the Clemson Career Workshop began recruitment efforts. Today, AOP serves as an effective means of recruiting as well as mentoring these students throughout their Clemson career. AOP offers the SAT Workshop, Higher Education Awareness Program (HEAP) and Career Workshop II: Discover Clemson.

Calhoun Honors College Honors Program (<http://virtual.clemson.edu/groups/CUHONORS/>)

The Calhoun Honors College includes more than 1,000 students enrolled in nearly 70 degree programs. Calhoun Scholars are serious students who work hard and aim high, but they know how to manage their time so that they can enjoy a balanced and complete undergraduate experience. Honors students participate in Student Government, on varsity and intramural athletic teams, in Tiger Band and other music ensembles, in the Clemson Players drama troupe, and in fraternities, sororities and service organizations.

About one-third of the students are in the College of Engineering and Science, while 20 percent are majors in the College of Agriculture, Forestry and Life Sciences. Between 10 and 15 percent each are in the College of Business and Behavioral Science; the College of Architecture, Arts and Humanities; and the College of Health, Education and Human Development. Sixty percent of Calhoun Scholars are from South Carolina. The other 40 percent represent 42 states and nine foreign countries.

Athletic Academic Services (<http://clemsontigers.cstv.com/school-bio/vickery/home.html>)

The mission of the Student-Athlete Enrichment Programs at Vickery Hall is to monitor, guide and encourage student-athletes to fulfill their long-term goals and to achieve their academic and career potentials. This is accomplished through academic support programs track the progress of student-athletes; provide an environment for learning and special honor roll recognition. To service the students, the Vickery Hall computer lab is equipped with approximately 45 state of the art computers provided for the exclusive use of student-athletes, managers and trainers. A high speed scanning station, laser printer and wireless access for laptops are also available. A staff member is also available for assistance during normal operating hours.

The center provides career preparation beginning with incoming freshmen and continuing through graduation from Clemson University. The Personal Growth and Development programs are designed to provide student-athletes with a smooth transition to college life and to enhance decision making skills crucial to their personal and academic lives. Clemson student-athletes are involved in many activities outside the playing arena.

National Scholars Program (http://www.clemson.edu/national_scholars/)

The mission statement of the National Scholars Program is: In collaboration with other University offices and programs, the mission of Clemson's National Scholars Program is as follows:

- Recruit and select the top high school students from throughout the United States.
- Provide a competitive scholarship that covers all tuition, fees and other required expenses.
- Coordinate a rewarding summer of study and travel in Great Britain.
- Create and program intellectually challenging and rewarding enrichment opportunities.
- Provide individual and group advising that addresses and enhances the National Scholars' interests and skills.
- Prepare the National Scholars to excel in graduate school and on fellowship applications.

Through the National Scholars Program, students begin a lifelong commitment to make their dreams a reality — at Clemson, in their community, in the nation and in the world. From studies abroad in Argentina, Belgrade and Brussels to service and research internships in Tanzania and the U.S. Agency for International Development, the National Scholars take advantage of learning and service opportunities around the globe. In 2006, one of the seniors was named a finalist for the prestigious Rhodes Scholarship. The National Scholars have been recognized in a broad range of national programs and competitions, which includes winning a 2006 Goldwater Scholarship, being named a national finalist for the Truman Scholarship and earning honorable mention on the USA Today 2007 All-USA College Academic Team. Their experiences in summer internships and NSF-sponsored Research Experiences for Undergraduates (REU) have yielded multiple articles in national science journals.

Through leadership in numerous organizations such as the Foundation for the Medical Relief of Children, the National Scholars have made critical contributions to the Clemson community. They continue to be active participants in many activities, including an after-school tutoring program coordinated by students in the Calhoun Honors College. The scholars shape student life at Clemson — as student body president, opinions editor of *The Tiger* student newspaper and drum major for the Tiger Band. They often serve as the student voice on academic matters. For example, they work on college and departmental advisory committees and the student conduct board. Clemson's National Scholars Program provides enrichment and support throughout the scholars' years at Clemson.

Cooperative Education (<http://www.clemson.edu/coop/>)

The Cooperative Education (Co-op) Program enables students to alternate semesters of academic study with paid, career-related semesters of work. A basic goal of the program is to help bridge the gap between the academic community and the world of work. Cooperative Education, as the term implies, represents a partnership between the University, the student, and various participating industry, business, and government agencies.

A sample Co-op Work Plans include three work periods, to include a summer, fall and spring semester, are required to obtain the minimum 12 months of experience needed to earn the Cooperative Education Certificate which is awarded at graduation. Co-oping is not a summer job program. The Cooperative Education (Co-op) Program enables students to alternate semesters of academic study with paid, career-related semesters of work. A basic goal of the program is to help bridge the gap between the academic community and the world of work. Cooperative Education, as the term implies, represents a partnership between the University, the student, and various participating industry, business, and government agencies. Reasons for participating in the Cooperation Education program include:

1. Enhancing what is learned in class by applying what has been learned to actual projects and tasks at work
2. Co-op helps confirm the student's choice of major by giving a preview of the work that will be done with that major after graduation
3. Co-op can help ease the financial burden of education by giving an the opportunity to earn money to pay tuition, books and other educational expenses
4. Co-op can increase job opportunities after graduation because most companies prefer job candidates with work experience (typically the starting salary may also be higher as a result of a co-op experience)
5. Co-op helps perfect resume-building, interviewing and job search skills by giving employing the skills while seeking a co-op position
6. Co-op increases the likelihood of graduation because students see the importance of having a degree

Co-oping is not a summer job program. It includes three work periods, to include a summer, fall and spring semester, are required to obtain the minimum 12 months of experience needed to earn the Cooperative Education Certificate, which is awarded at graduation.

Transfer Transition and Success Services

(<http://www.clemson.edu/futurestudents/transferaccepted.html>)

Transfer Orientation Program provides those students entering Clemson to transition with ease. The credit evaluation forms are completed during one of the Transfer Orientation sessions offered during the summer. Students meet with their academic advisers and make long-range plans for their course of study. Additionally, students meet administrators and student leaders, and have the opportunity to learn about extracurricular activities on campus.

For those students unable to attend Orientation, the transfer evaluation process may be completed at another time by making an appointment with the appropriate departmental evaluator(s) from the adviser's list online. While using a catalog or a copy of course descriptions from the students' previous college(s) and the transfer evaluation forms, Clemson faculty assess the transferability of all course work from other colleges. If the adviser determines that the course(s) will transfer, the adviser will list an equivalent for the course and initial the page. After the courses have been evaluated by the departmental advisors, the students meet with their major advisers to obtain signatures and final approvals of transfer courses. The transfer students can register for classes after this has been completed.

Bridge Program (<http://www.clemson.edu/admission/bridge/>)

Designed for a select group of academically talented freshmen, the Bridge to Clemson University program is a competitive academic-enhancement transfer program available by invitation only. Beginning with a strong academic freshman year at Tri-County Technical College (two miles from the Clemson campus), the Bridge program includes targeted advising, academic support and residential life to provide a seamless transition to Clemson upon successful completion of academic requirements.

Participants in the program will enroll at Tri-County Technical College (TCTC) for their freshman year before transferring to Clemson. Faculty and advisers from both institutions will work to ensure that the courses completed during this first year meet the requirements for continued success after bridging to Clemson.

In Fall 2006, 231 students entered the program. Depending on the performance of those students enrolled in summer school, up to 183 will enter in the fall. Of those students, 141 of the students are entering Clemson this fall, 79.2% of the initial students. The overall GPA for the students in the Bridge program was predicted to be lower than that of their peers. However, the average spring GPA (2.72) exceeded the predicted GPA (2.6).

Non-persisting students. About the 36 students have not continued with the Bridge Program. The students who chose not to matriculate into Clemson University are: continuing their enrollment at TriCounty Technical College (TCTC) to complete a degree, delaying enrollment in Clemson until January 2008, or electing another program as to be academically successful. Since the majority of the students had a predicted Grade Point Ratio (GPA) of 2.5, the students would labor to succeed. About 19% of the freshmen do not earn a GPA of 2.5; however, only 15% of the Bridge students were below 2.5 GPA, thus, as a whole, the Bridge students were more successful than the rest of the student cohort.

Minority students. Regarding minority students, there were 20 entering the Bridge program in Fall 2007 who will be enrolled in College 103 at TCTC. Also, 12 minority students are Bridge Ambassadors for the coming year.

Surveys. Surveys have been administered to both the students and parents. The parent response indicated delight that their student started at TCTC. The parents also expressed appreciation that their students were able to receive personal attention. Parents of currently enrolled Bridge students are strong advocates for the program

Lessons learned. Based on the lessons learned from this first year, Clemson University is strengthening the program by:

- i. Implementing earlier placements in both English and Mathematics.
- ii. Enhancing the ability of minority students to be successful in the program (only 6 of 17 successfully met requirements to enter Clemson this fall with 3 more predicted to be eligible). Noting that minority students are experiencing problems, a staff member is assisting and recruiting students and developing programs designed to enhance success.
- iii. Adjusting the number of Graduate Assistants in the housing area to provide more assistance to the students in transition.
- iv. Providing football tickets to the Bridge students for Fall 2007.

Freshman Summer Reading Program (<http://www.clemson.edu/ugs/summerreading/presletter.html>)
The Summer Reading program is the students' first assignment at Clemson University. With this summer assignment, the students are being asked to become a part of Clemson's intellectual community. The seriousness with which the students approach this assignment will set the tone for their studies at Clemson. The Summer Reading Program activities that they are expected to take part in are the types of activities that are valued in college courses: critically reading a text, forming ideas based on their reading, discussing those ideas with faculty and other students, and writing about the ideas that grow out of their reading, talking, and listening. The Summer Reading Program and the Freshman Convocation will be the only time in their college career that they will see so many people on campus—administrators, faculty, staff, and students—all join together in reading and discussing a single work.

On Tuesday, August 21, the day before the fall term begins; students will attend the Freshman Convocation at 1:30 PM in Littlejohn Coliseum. There they will join over 3,000 students, faculty, and staff to hear Steven Johnson, speak about his book, *The Ghost Map*. Afterward, the students will meet with a small number of students and a group facilitator to discuss what they read and heard. The book will be included in the syllabi for most sections of English, CU 101, and will be discussed in other freshman courses as well; the assignment is part of their general education requirements, therefore they will be working with this material in several classes during their tenure at Clemson.

Early Success Program (<http://www.clemson.edu/ugs/esp/index.php>)
The Early Success Program (ESP) is a year-long, structured academic support program that provides participants with the tools and support needed to achieve academic and personal success during their first year at Clemson. ESP is in no way a remedial program, but rather a foundational program geared at easing the transition from high school to college.

Student Advising (<http://www.clemson.edu/advising/>)

Academic advising is an ongoing educational process that connects the student to the University. Academic advising supports the University’s mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

Each student is assigned an academic advisor in his/her major area. Students are encouraged to seek out their advisor any time they have questions or need assistance. It is the responsibility of the student to consult with the advisor during registration. An advisor will assist the student in scheduling courses so as to fulfill the requirements of the degree program. Nevertheless, it is the responsibility of the student to fulfill the relevant requirements of the degree. Advisors also maintain files on individual advisees to assist in academic planning.

Clemson University values quality academic advising. Good advising is not limited to registration or course selection. Academic advisors provide information and direct students to resources that enable sound career and personal choices. In addition, academic advisors serve as models of professional development. Clemson University is comprised of five colleges: Agriculture, Forestry and Life Sciences; Architecture, Arts and Humanities; Business and Behavior Science; Engineering and Science and Health, Education and Human Development. Each college provides an advising team to each student. Students can actively seek input regarding degree progress and registration for classes necessary for degree completion. Additionally, academic counseling services are a part of the Academic Success Center.

As can be seen in the following table, the Clemson student satisfaction with academic advising remains relatively unchanged from 2005 to 2007. It must be noted that there has been a drop in satisfaction in the students’ perception of clear and reasonable major requirements. This can be attributed to the revisions made to the entire curriculum in general education as well as the major program degree requirements. There has been an improvement in the level of satisfaction with the perception that academic advisors are concerned with the success of students as individuals.

		Spring 2005		Spring 2007	
		I	S	I	S
Academic Advising		6.25	5.12	6.25	5.11
6	My academic advisor is approachable	6.35	5.42	6.35	5.40
14	My academic advisor is concerned about my success as an individual	6.18	4.96	6.19	5.01
19	My academic advisor helps me set goals to work toward	5.82	4.50	5.82	4.53
33	My academic advisor is knowledgeable about requirements in my major	6.52	5.39	6.53	5.37
55	Major requirements are clear and reasonable	6.38	5.32	6.35	5.25

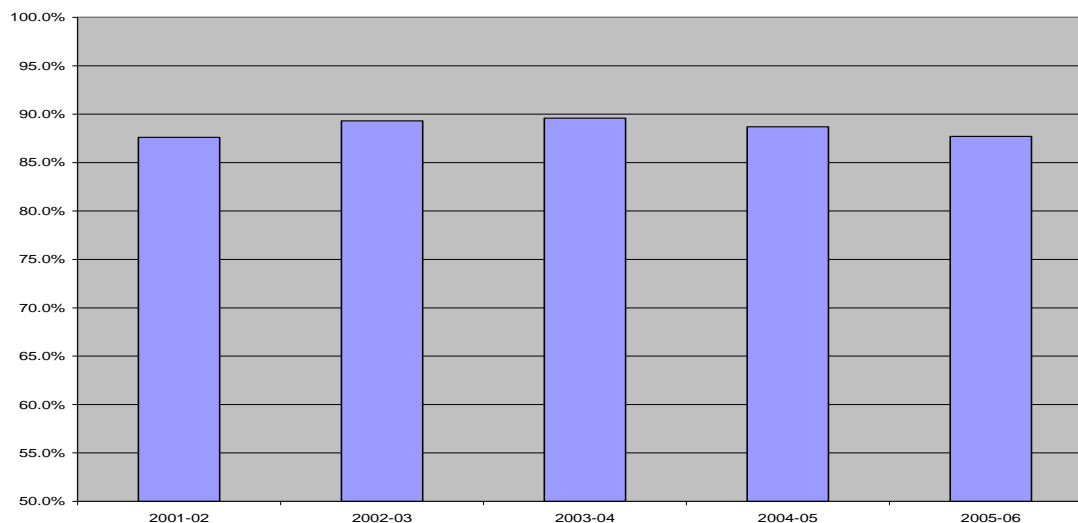
Academic Programs (<http://www.clemson.edu/CU101/101main.html>)

Additional programs are in place, further assisting the student with social and academic success. CU 101, offers a University Success Skills course, including group study sessions in the residence halls for common courses among first-year students. Programs addressing student social transition and adaptation issues are offered. These programs are provided to the student to increase the retention and academic achievement rate of the first-year Clemson University student; also assisting in the development of a sense of connection within the designated residence halls and within the Clemson University community at large, while promoting and enhancing the bond between the student, faculty and staff.

Academic Success Center (<http://www.clemson.edu/asc/>)

The student educational experience is further enhanced by the provision of the Academic Success Center, which promotes both the success and retention of students. Student engagement is responsible for the successful transition of freshmen, sophomore and transfer students, ensuring their full engagement into the campus community. Programs include Tutoring, Supplemental Instruction, workshops and seminars, academic counseling, and Disabilities Services for those students who qualify for accommodations.

The Academic Success Center in conjunction with other initiatives, contributes to the retention of freshmen student to their sophomore year. Since FY 2003-04, Clemson has improved the retention rate that has been declining. The ACT Institutional Data File, 2002 notes that the national drop out rate from freshman to sophomore year for PhD Public Institutions is mean score of 23.8% whereas Clemson's score is 87.7%, statistically significantly higher.



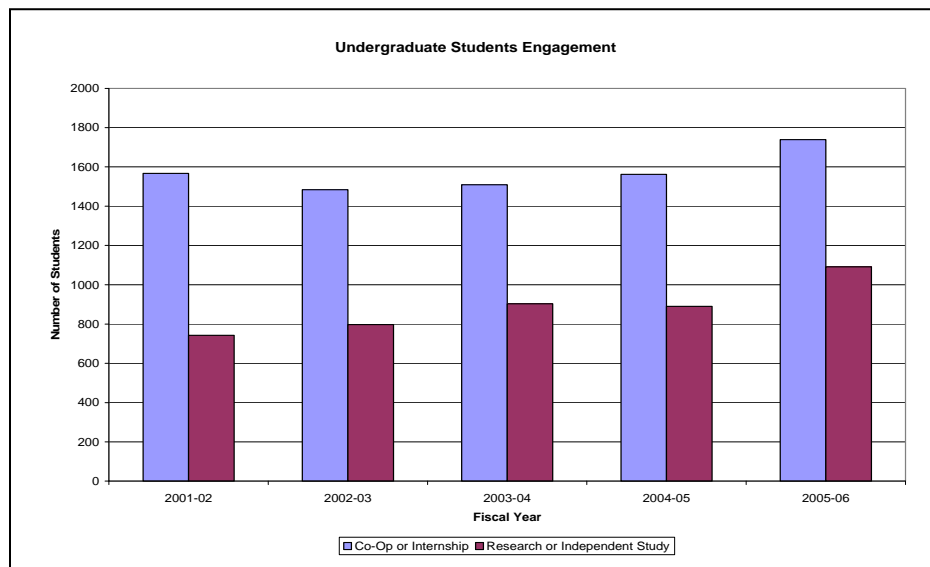
Creative Inquiry (http://www.clemson.edu/ugs/creative_inquiry/index.htm)

Creative Inquiry, formerly known as 'Undergraduate Research,' includes all intensive, discovery-oriented approaches to learning. Emphasis is placed on providing an experience that will be meaningful

to the undergraduate student, and will promote reasoning and critical thinking skills, ethical judgment, and communication skills as well as a deep understanding of the methods of scientific and/or humanities research. Creative Inquiry allows students to reflect on learning, and connect experiences to their traditional coursework. Projects are developed with the goal of developing students' capacities to find, analyze, and evaluate information. Design projects, applied research, service-learning activities, and visual and performing arts projects are considered part of this effort, as well as basic research. Creative Inquiry provides more "real world" experiences, increasing student interest and creating a more effective environment for learning some aspects of a discipline. Creative Inquiry:

- Allows students to work intimately with faculty to develop mentored relationships
- Builds team skills and creates opportunities for peer networking and leadership
- Provides opportunities for student to pursue intellectual and creative passions
- Promotes problem-solving, critical thinking, and personal reflection
- Extends the learning experience beyond the traditional classroom setting, enhancing the overall experience within the major
- Encourages the student to build communication skills and investigative methods valued in post-graduate work (graduate school, business, professional schools, etc.)
- Promotes student ownership of ideas
- Promotes participation in the continuum of learning—expanding and intertwining general education and major-specific educational activities
- Provides an avenue for the student to organize and synthesize learning, and collect evidence in an electronic portfolio that establishes competency in the

Relatively new to Clemson is the undergraduate research project: Creative Inquiry. This exciting project complements independent studies and moves Clemson to a unique international position of having small groups of engaged students mentored by faculty committed to excellence. The following table displays the number of students participating in the co-op, internships, or similar experiences



International Affairs

The Office of International Affairs coordinates international activities and collaborative efforts on Clemson's campus and around the world through programming, service, and development. Service is in International Programs, International Services, and Office of the Vice Provost/Administration.

International Programs assists Clemson and U.S. students in coordinating study abroad, work abroad, as well as international student admissions. Study Abroad includes a variety of programs, ranging from 1 week to 1 year. This area of the office assists in finding documents/forms. Work Abroad helps students have international experiences through internships, co-ops, volunteerism, or full-time work or careers abroad. Clemson University's Office of International Affairs offers a Study Abroad 101 session. This session provides the student with a better understanding of how the whole process of studying abroad works, what options are available, and answers any questions the student might have about studying abroad. These sessions are held throughout the school year (excluding summer sessions) and students are encouraged to explore the study abroad options available to them.

International Services (<http://www.clemson.edu/IA/IntlServices/index.htm>) provide immigration, employment, and tax services to international students, faculty, and visitors who study or work at the university. This includes immigration (visas) and employment/tax services.

Cluster Discipline Performance

Measures of student development in terms of discipline knowledge, skills, and abilities can be examined through a variety of approaches. Two such approaches are standardized discipline tests and the Graduate Record Examination.

Education students must take and pass both tests, Principles of Learning and Teaching and Specialty Area Tests, before a grade can be given for student teaching or an Initial Certification can be granted. Typically these two tests are taken prior to the senior year.

- Principles of Learning and Teaching (PLT) The students can take one of three areas. The first time test taking students for Grades K-6 consistently passed at a higher percentage than the other two areas. The average pass rate for first time test takers (in 2005-06) for each of the tests is:
 - Grades K-6 – 90.5%
 - Grades 5-9 – 83.5%
 - Grades 7-12 – 79.3%
- Specialty Area Tests The average pass rate for first time test takers is 89.7%.

The Fundamentals Of Engineering is an optional national examination that Clemson University Engineering students take prior to their seeking a Professional Engineer License. The following table displays the achievements of the Clemson students for fall 2005 and spring 2006.

	Clemson				National	
	Discipline		General		Discipline	General
	#	Pass	#	Pass	Pass	Pass
Fall 2005						
Biosystems	-	-	5	20%	-	70%
Ceramic & Mat. Engr	-	-	1	100%	-	50%
Chemical Engr	-	-	-	-	-	-
Civil Engr	50	80%	2	50%	67%	57%
Computer Engr	3*	100%	2	0%	73%*	51%
Electrical	15	87%		-	68%	-
Industrial	17	71%		-	70%	-
Mechanical	19	95%	23	74%	78%	74%
Spring 2006						
Biosystems	1**	100%	3	67%	100%**	70%
Ceramic & Mat. Engr	-	-	1	0%	-	30%
Chemical Engr	15	93%	-	-	86%	-
Civil Engr	30	60%	2	50%	72%	68%
Computer Engr	4*	100%	-	-	76%*	-
Electrical	17	65%	-	-	70%	-
Industrial	7	86%	-	-	68%	-
Mechanical	35	89%	8	62%	80%	79%

* Electrical Engineering exam (national comparison is with Computer Engineering's taking Electrical Engineering exam)

** Environmental Engineering exam

Overall, the students at Clemson University continue to have high expectation of instructional effectiveness. As noted in the SSI data, undergraduate students place high importance on their educational experience and instructional effectiveness. The level of satisfaction has increased slightly in the past two years. The following table shows the importance (I) and satisfaction (S) of the students for the factor and associated items of instructional effectiveness.

		Spring 2005		Spring 2007	
		I	S	I	S
Instructional Effectiveness		6.32	5.25	6.28	5.29
3	Faculty care about me as an individual	6.03	4.91	6.03	5.03
8	The content of the courses within my major is valuable	6.53	5.37	6.53	5.41
16	The instruction in my major field is excellent	6.56	5.37	6.54	5.42
25	Faculty are fair and unbiased in their treatment of individual students	6.39	5.03	6.35	5.11
39	I am able to experience intellectual growth here	6.41	5.72	6.38	5.75
41	There is a commitment to academic excellence on this campus	6.33	5.62	6.28	5.68
47	Faculty provide timely feedback about student progress in a course	6.32	4.89	6.33	4.85
53	Faculty take into consideration student differences as they teach a course	5.97	4.61	5.82	4.69
58	The quality of instruction I receive in most of my classes is excellent	6.48	5.25	6.47	5.27
61	Adjunct faculty are competent as classroom instructors	5.70	4.99	5.93	5.06
65	Faculty are usually available after class and during office hours	6.29	5.65	6.26	5.64
67	Freedom of expression is protected on campus	5.90	5.27	5.94	4.95
68	Nearly all of the faculty are knowledgeable in their field	6.52	5.62	6.48	5.60
69	There is a good variety of courses provided on this campus	6.42	5.68	6.38	5.72
70	Graduate teaching assistants are competent as classroom instructors	6.16	4.69	6.11	4.72

The Graduate Record Examination is not a professional exam but provides insight into the general performance of students who select to take the examination and report that they are graduates of Clemson University. The exam may be taken by either undergraduate or graduate students and it may be taken multiple times. This measure of student development cannot be considered either graduate or undergraduate but provides a comparison overview among the disciplines.

Discipline	Sample Size	Verbal Mean Score (range)	Quantitative Mean Score (range)	Writing Mean Score (range)
Agriculture	14	438 (330-560)	608 (290-800)	4.0 (3-5.5)
Agriculture Business	59	488 (280-720)	617 (360-770)	4.0 (2.5-5.5)
Architecture	35	483 (300-640)	566 (340-800)	4.2 (3-6)
Biological Sciences	55	485 (330-720)	615 (260-780)	4.2 (2.5-6)
Business	19	443 (280-780)	539 (230-730)	4.1 (2.5-5.5)
Computer Sciences	27	475 (320-660)	669 (450-790)	4.1 (2.5-5)
Education	104	440 (290-640)	497 (230-790)	4.0 (2-6)
Engineering	144	473 (210-720)	691 (200-800)	4.2 (2.5-6)
English	52	527 (340-700)	574 (290-790)	4.7 (2.5-6)
Forestry	19	447 (400-560)	571 (440-750)	3.7 (2.5-5)
Health Professions	54	444 (320-800)	527 (290-750)	3.95 (0-5.5)
Languages	4	553 (400-660)	540 (380-710)	3.9 (3-5.5)
Mathematical Sciences	11	470 (290-590)	681 (570-790)	4.0 (2.5-5)
Parks, Recreation, and Tourism Management	9	432 (310-580)	529 (250-750)	3.8 (3-5)
Performance & Visual Arts	6	497 (360-630)	503 (420-580)	3.9 (3-4.5)
Philosophy/Religion	1	440	630	5.5
Physical Sciences	31	510 (380-660)	687 (570-800)	4.4 (3-5.5)
Psychology	40	464 (310-490)	534 (290-720)	4.3 (3-5.5)
Social Sciences	44	498 (310-710)	559 (300-770)	4.7 (3-6)
Other	3	477 (430-570)	517 (380-600)	4.7 (4-5)

Alumni surveys are conducted annually to assess alumni opinions about their educational experience at Clemson. Both undergraduate and graduate students are surveyed at one-year and three-year intervals. In addition, departmental questions are sent to alumni as well for specific data to be used by faculty related to the curriculum. Recommendations for consideration based on Alumni Survey Results include:

1. Increase participation in alumni surveys: explore strategies to improve response rates, maintain accurate data base and mailing addresses, evaluate content of survey, and share results with faculty, chairs, deans, and administration (questions include non-academic units as well as academic)
2. Evidence from both undergraduate and graduate survey (even with low response rates) indicates concerns related to advising. This data for undergraduate students is not supported by the NSSE results when compared to peer institutions.
3. Develop university strategies to address areas identified “negative” if the percentage of responses in the “little or not at all” categories is greater than 25%.
4. Need to move aggressively to evaluate General Education progress. This includes reviewing surveys or instruments that might provide definitive data on learning outcomes.
5. Continue to work with departments to include departmental surveys to alumni.

Clemson administered the National Survey of Student Engagement. Overall, in examining the feedback from the students on the NSSE, the following observations are made:

Highlights:

- When asked, “If you could start over again, would you go to the same institution you are now attending?” and “How would you evaluate your entire educational experience at this institution?” both the freshmen and seniors responses are statistically significantly higher than peer, Carnegie, and the total NSSE population for 2005 and 2006.
- Freshmen and seniors also achieve significantly higher responses on how often they (1) participated in physical fitness activities, and (2) participated in activities to enhance your spirituality (worship, meditation, prayer, etc) (significant for all peers in 2005, and only selected peers in 2006).
- Freshmen report quality academic advising at a statistically significantly higher level than peer, Carnegie and NSSE institutions. In 2006 seniors were higher than selected peers.

Opportunities:

- Clemson is statistically lower in reporting frequency of (1) coming to class without completing readings or assignments, and (2) attending an art exhibit, gallery, play, dance, or other theater performance.
- Significantly lower than peer, Carnegie and all NSSE institutions for 2005 and 2006 are both the senior and freshmen responses to (1) understanding people of other racial and ethnic backgrounds, and (2) including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments. Trying to better understand someone else’s views by imagining how an issue looks from his or her perspective are significantly lower for both freshmen peer groups.
- The scores for both freshmen and senior are not statistically significantly different regarding Clemson’s environment of encouraging contact among students from different economic, social, racial, and ethnic backgrounds. It must be noted that student responses are not different from those of peers in the extent to which the institution emphasizes encouraging contact among students from different economic, social, and racial or ethnic backgrounds. From these data, one could reason that the institutional environment is ripe for student interactions that are not being reported as taking place.

Graduate Studies

The highly qualified students from around the world come to Clemson to pursue graduate studies and research in more than 100 graduate programs. Clemson University is personally committed to each graduate student. In a effort to provide students with assistance to enter, continue, and graduate from Clemson, the Graduate School assists the graduate student in the development of an individual plan of study and the exploration of research interests.

The Graduate School strives to attract the best, bringing student and faculty together in an educational environment where both share in research, exploration and inquiry. Special emphasis is placed on matching each student with Clemson’s nationally and internationally renowned faculty on the basis of their mutual research and scholarly interests.

Emphasis is placed on recruiting the highly motivated student desiring to make a contribution to solving some of the world's most complex problems spanning science, engineering, business, behavioral and social sciences, education, life sciences, agriculture, human services, the arts, architecture, and the humanities. In addition to policies and regulations that guide students, there is the Graduate Student Government and the Graduate Council.

Graduate Student Government (GSG) (<http://people.clemson.edu/~gsg/>)

The Graduate Student Government (GSG) of Clemson University is a governing body that represents its graduate student body in an administrative capacity. The Constitution of the CU Graduate Student Government states that the purposes are

1. Involvement: to encourage graduate student participation in the University process;
2. Communication: to act as the liaison between the University and the graduate students with an emphasis on honest and open communication;
3. Collaboration: to combine the efforts of graduate students and the University into one united mission of making the Clemson experience one of quality education and reward; and
4. Development: to provide participatory learning experiences that allow for the enhancement of graduate students' academic, civic, social, and professional development.

Representation of the Graduate Student Body to the Board of Trustees, Academic Council, President's Cabinet and at least one University committee come from this student group.

Graduate Council (<http://www.grad.clemson.edu/GeneralInformation2.php#council>)

University faculty provide direction for the Graduate School through the Graduate Council. The council provides oversight for policy and procedural implementation related to graduate education; receives, stimulates and originates proposals for the development of graduate education; reviews, considers and disseminates recommendations from its constituent committees; and approves and forwards recommendations to the Academic Council. The Graduate Council has six committees: Graduate Advisory, Graduate Curriculum, Admission and Continuing Enrollment, Fellowship and Awards, Grievance, and Academic Integrity.

The purpose, roles and compositions of the subcommittees are prescribed by the Faculty Manual. The Admissions and Continuing Enrollment Committee address concerns related to admission procedures and dismissals from graduate programs. Fellowships and Awards selects recipients for University-wide fellowships and graduate awards. The role of the Grievance Committee is outlined in detail in the section on Appeals and Grievances. The Graduate Curriculum Committee acts for the faculty in reviewing all proposals for curricular changes and recommends such changes to the provost. The committee is comprised of the graduate dean, as a nonvoting chairperson, and faculty elected from academic college graduate curriculum committees. The committee is guided by all applicable University rules and regulations and by the policies established by the Academic Council. The Graduate Curriculum Committee meetings are open to all graduate students and faculty.

Selected graduate students participated in the Student Satisfaction Inventory Spring 2007. Like the undergraduate survey, the results of the graduate student survey provided insight into the importance and satisfaction of the students. The following tables contain an analysis of the results of the survey as prepared by the consultant. The items are grouped and compare Clemson to 27,663 records of National Adult Graduate Students.

Strengths and Challenges

Strengths

- 42. Nearly all faculty are knowledgeable in their field.
- 24. There is a commitment to academic excellence at this institution.
- 19. My academic advisor is knowledgeable about requirements in my major.
- 41. Major requirements are clear and reasonable.
- 11. My academic advisor is concerned about my success as an individual.
- 16. I am able to register for classes I need with few conflicts.
- 2. Faculty care about me as an individual.
- 40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.
- 28. My academic advisor is accessible by telephone and e-mail.
- 7. The staff at this institution are caring and helpful.
- 27. This institution has a good reputation within the community.
- 8. My academic advisor is available at times that are convenient for me.
- 20. Registration processes are reasonable and convenient for adults.
- 31. I am able to register for classes by personal computer, fax, or telephone.

Challenges

- 4. The content of the courses within my major is valuable.
- 21. Tuition paid is a worthwhile investment.
- 49. There are sufficient options within my program of study.
- 23. Adequate financial aid is available for most adult students.
- 29. I seldom get the "run-around" when seeking information at this institution.

Comparison

Higher Satisfaction vs. National Adult Graduate Students

- 19. My academic advisor is knowledgeable about requirements in my major.
- 11. My academic advisor is concerned about my success as an individual.
- 16. I am able to register for classes I need with few conflicts.
- 40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.
- 28. My academic advisor is accessible by telephone and e-mail.
- 50. My advisor helps me apply my academic major to specific career goals.
- 15. Library resources and services are adequate for adults.
- 7. The staff at this institution are caring and helpful.
- 27. This institution has a good reputation within the community.
- 8. My academic advisor is available at times that are convenient for me.
- 20. Registration processes are reasonable and convenient for adults.
- 32. My classes provide opportunities to improve my technology skills.
- 22. Security staff respond quickly in emergencies.

Comparison continued

Lower Satisfaction vs. National Adult Graduate Students

- 4. The content of the courses within my major is valuable.
- 35. The quality of instruction I receive in my program is excellent.
- 41. Major requirements are clear and reasonable.
- 14. Faculty are fair and unbiased in their treatment of individual students.
- 49. There are sufficient options within my program of study.
- 44. When students enroll at this institution, they develop a plan to complete their degree.

Higher Importance vs. National Adult Graduate Students

- 11. My academic advisor is concerned about my success as an individual.
- 32. My classes provide opportunities to improve my technology skills.

Of importance to Clemson University are all of the scales as well as the ranking. The mean difference for Instructional Effectiveness is statistically significantly lower than the National Adult Graduate Students. This is also true for Admissions and Financial Aid. As Clemson continues to climb to the Top 20 ranking, these and other factors will be considered. And, equally important are those scores which are high. Maintaining quality and satisfaction is important to the institutional commitment to providing each student with an opportunity to excel.

	Clemson University - Grads			National Adult Graduate Students			Diff CU -Natl	
	<u>I</u>	<u>S/SD</u>	<u>Gap</u>	<u>I</u>	<u>S/SD</u>	<u>Gap</u>	<u>Mean diff</u>	<u>Sig</u>
<i>Instructional Effectiveness</i>	6.42	5.59 / .88	0.83	6.50	5.72 / .93	0.78	-0.13	***
2. Faculty care about me as an individual.	6.37	5.76 / .26	0.61	6.34	5.72 / .27	0.62	0.04	
4. The content of the courses within my major is valuable.	6.70	5.47 / .32	1.23	6.73	5.86 / .16	0.87	-0.39	***
14. Faculty are fair and unbiased in their treatment of individual students.	6.49	5.45 / .41	1.04	6.54	5.78 / .29	0.76	-0.33	***
24. There is a commitment to academic excellence at this institution.	6.55	5.67 / .23	0.88	6.62	5.70 / .33	0.92	-0.03	
26. Faculty provide timely feedback about my progress.	6.33	5.44 / .31	0.89	6.47	5.51 / .40	0.96	-0.07	
32. My classes provide opportunities to improve my technology skills.	6.13	5.58 / .31	0.55	5.86	5.36 / .42	0.50	0.22	***
35. The quality of instruction I receive in my program is excellent.	6.62	5.59 / .26	1.03	6.70	5.75 / .28	0.95	-0.16	**
37. Part-time faculty are competent as classroom instructors.	5.84	5.17 / .33	0.67	6.50	5.65 / .35	0.85	-0.48	***

Continued

	Clemson University - Grads			National Adult Graduate Students			Diff CU -Natl	
	<u>I</u>	<u>S/SD</u>	<u>Gap</u>	<u>I</u>	<u>S / SD</u>	<u>Gap</u>	<u>Mean diff</u>	<u>Sig</u>
40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.	6.37	6.09 / .06	0.28	6.50	5.97 / .19	0.53	0.12	**
41. Major requirements are clear and reasonable.	6.50	5.69 / .24	0.81	6.61	5.87 / .24	0.74	-0.18	***
42. Nearly all faculty are knowledgeable in their field.	6.65	6.02 / .06	0.63	6.70	6.05 / .11	0.65	-0.03	
49. There are sufficient options within my program of study.	6.37	5.02 / .52	1.35	6.44	5.32 / .48	1.12	-0.30	***

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs was recently restructured to better promote the top 20 vision. The new structure combines the many long-held traditions, introducing new approaches, which further support the top 20 goal. This new structure is aligned with the new mission of the division.

The Clemson University Division of Student Affairs creates supportive environments and innovative opportunities for student learning. We promote individual student excellence, invite collaboration and discovery, and challenge students to take responsibility as members of a diverse, global community

Clemson University's vision is to re-invent the public research university and become a Top-20 institution. In support of this vision, Student Affairs will provide an exemplary, comprehensive and integrated student life curriculum, resulting in the nation's most engaged, satisfied, and successful student body. To this end, the following are strategic goals for the next 5-10 years:

1. Enhance the New (Freshman and Transfer) Student Experience
2. Create a Sophomore Year Experience
3. Expand Diversity Education to include a broader range of students
4. Develop new support programs for Graduate Students, including housing
5. Expand leadership and service learning opportunities for students
6. Expand student affairs facilities for greater student involvement/learning and more efficient delivery of campus and community services
7. Ensure a healthy, safe and "Well Campus" for all members of the Clemson community
8. Student Affairs is challenged in creating supportive environments and reviewing student outcomes, as not only a service provider, but also moving towards the context of their contributions to student learning outcomes as applicable to the student as a whole person.

The Division of Student Affairs provides thoughtful, thorough direction and insight for the student. The Vice President for Student Affairs, reporting directly to the President, leads the division of student affairs and student development services. The division is organized to provide maximum benefit and effectiveness for each student in providing services through their designated areas for housing, health,

career, social and recreational activities, student development, judicial services, and safety and security. The new design of each area better meets the cultural, social, moral, intellectual and physical development needs of the student. Each area is staffed by individuals having the appropriate academic expertise and experience to effectively manage the assigned area. Within this model, the undergraduate student is expected to move within six circles or core elements: Campus Life, Career Development, Diversity Education, Health & Wellness, Student Care, and Student Involvement. Once the model was designed, it became the goal and a challenge of Student Affairs to provide comprehensive services and facilities that enhance the out-of-class experience and student learning by connecting the student to all parts of campus – engaging in opportunities to experience the diverse social, cultural, recreational and educational events of the campus and the community.

The undergraduate students at Clemson continue to have higher level of satisfaction than ranking of importance for the variety of intramural activities that are offered. However, the gap continues between importance (I) and satisfaction (S) in the living conditions (item 23). The question regarding the use of student activity fees is currently being addressed by the President of the Student Body by establishing a committee of the senators to work with administrators. Over time, Clemson University should expect this gap to lessen significantly.

		Spring 2005		Spring 2007	
		I	S	I	S
	Campus Life	5.70	5.09	5.68	5.08
9	A variety of intramural activities are offered	5.20	5.76	5.21	5.82
23	Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc	6.13	4.48	6.07	4.67
24	The intercollegiate athletic programs contribute to a strong sense of school spirit	5.95	5.95	6.05	6.05
30	Residence hall staff are concerned about me as an individual	5.26	4.58	5.25	4.66
31	Males and females have equal opportunities to participate in intercollegiate athletics	5.32	5.39	5.31	5.43
38	There is an adequate selection of food available in the cafeteria	5.90	4.78	5.86	4.65
40	Residence hall regulations are reasonable	5.68	4.65	5.60	4.66
42	There are a sufficient number of weekend activities for students	5.63	4.86	5.62	5.04
46	I can easily get involved in campus organizations	5.96	5.64	5.98	5.69
52	The student center is a comfortable place for students to spend their leisure time	5.48	5.30	5.37	5.19
56	The student handbook provides helpful information about campus life	5.28	4.92	5.21	4.90
63	Student disciplinary procedures are fair	5.92	4.89	5.92	4.73
64	New student orientation services help students adjust to college	5.75	4.99	5.76	5.05
73	Student activities fees are put to good use	6.12	4.66	6.08	4.64

University Housing

Clemson offers a beautiful campus, surrounded by trees, mountains and Lake Hartwell. Clemson houses approximately 6,500 students in 20 residence halls and four on-campus apartment complexes. The residence halls system is a unified housing system combining all aspects to include education or student development opportunities, administration, budget, and facilities, which allow the operation to support the stated mission of the division and University. Well-trained staff are available at both the RA and hall director level. The students have the opportunity within this environment to experience educational programs and services in support of the mission of the institution. Policies and procedures governing the residence halls are clearly stated and the unit strives to provide a helpful safe and secure living environment for the residents.

The housing department continues to evaluate its services and programs and has developed a major renovation plan to improve the physical facilities that further support the mission of the institution. Residence halls provide a very active learning environment for students in support of the mission of the institution. The Resident Directors supervise a variety of living communities including: Traditional single-sex halls, Coeducational suite-style halls, Apartments, Greek housing.

Single-sex style

The most familiar area in housing is traditional single-sex halls. At Clemson there are eleven facilities that are setup as such with special programs and learning centers available within the residence halls.

Co-educational, suite-style

There are four buildings on campus that are co-educational, suite-style facilities. One of these residence halls houses approximately 300 Honors students – a selection of both freshmen and upperclassmen in the program.

Apartment Areas

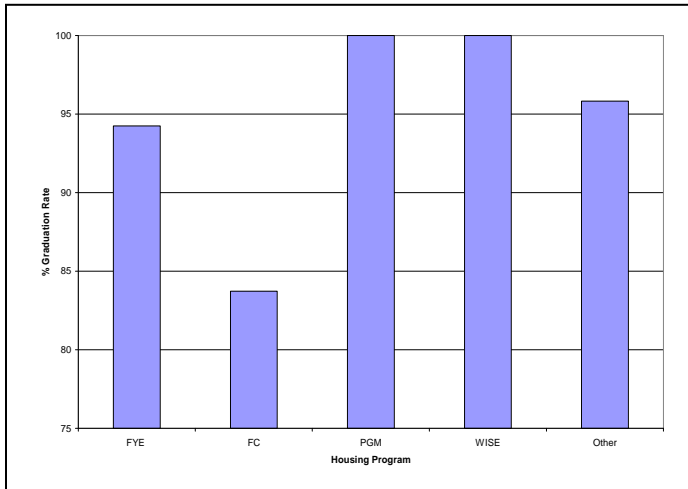
Five traditional on-campus apartment areas house two, three or four students. One facility is organized as four private bedrooms with a shared common living space. Each apartment complex also has a commons building that meets the community's needs with a large meeting/social room, laundry facilities, a computer lab, vending machines and an administrative office.

Greek Housing

Clemson University recently welcomed the newly renovated Greek Community on the Quad. For the first time in Clemson's history, the Quad houses not only the Interfraternity Council chapters, as in previous years, but also chapters from the National the Panhellenic Council. This milestone in Clemson's history marks the beginning of new collaborations and new traditions within the Greek community. The newly renovated Greek Quad includes the addition of two new buildings, a kitchen in every chapter house, interiors appointed with high-quality furnishings, a west-end terrace with two entertainment pavilions, and a basketball court.

Residential Life programs

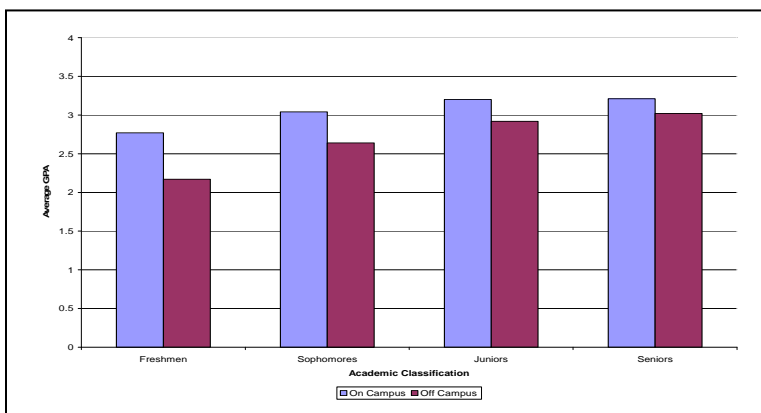
One of the purposes of residential programs is to enhance the retention rate of freshmen students to their sophomore year.



The retention rate of freshmen students in special housing programs varies at Clemson University. The First Year Experience (FYE) and the First Class Engineering (FC) retention rates are lower than all others not in a special housing program. The Professional Golf Management and Women in Science and Engineering programs have a 100% retention rate. Students are also able to live in civic houses and substance free (smoking) housing

In addition, to the above trends each University goal is assessed qualitative as well. The combination of quantitative data, survey results, and observable measures is reported publicly through a President’s Report Card. The report card addresses many of the organizational effectiveness and support process performance items for 2005-06.

Retention rates and GPR of First Year Experience Housing (FYE) Program participants is shown in the following graph.



The average GPR (by academic classification) of students who live on campus exceeded that of students who live off. In fact, for all classifications, the difference was statistically significantly different.

	GPA (mean of 4 point scale)
FYE	2.87*
All Others not in special housing programs	2.49

The First-Year Experience Program

The First-Year Experience Program supports students' transitions from the high school/home environment to the Clemson University community. This program offers assistance academically, socially and culturally by providing a comfortable and intellectually stimulating environment that supports this transition.

The First-Year Experience program is designed to provide an academic resource center in the residence hall for First-Year Experience participants. At this center, students can receive supplemental instruction in calculus, biology and chemistry courses, as well as assistance from the University Writing Center satellite office.

The First-Year Experience is designed, in essence, to enhance the new first-year students' learning curve for social and academic adjustment at Clemson. By providing these support services locally, students participating in The First-Year Experience are provided the knowledge and familiarity needed to utilize all available campus resources.

The FYE program has four primary components: Civic Engagement, Academic Achievement, Community Development and Interpersonal Development. The program works with campus partners to promote the resources, services and opportunities; students who take advantage of them will significantly impact their success in the first year.

Living and Learning Communities

Living learning communities have been created and various groupings of students have been created to create community atmosphere meeting the special needs of students.

1. Civics and Service House

The Civics and Service House is a community open to all majors and is specifically designed for students interested in participating in community service, service learning and civic-engagement activities as part of their undergraduate experience.

2. First Year Experience (FYE)

First Year Experience (FYE) program provides residents with a variety of activities and resources to assist them with the transition and adjustment to college academics and campus life.

3. Honors

Many honors students live together in one of the University's newest coeducational residence halls. Centrally located on campus across from the historic Calhoun House, Holmes Hall is home to nearly 300 Calhoun Scholars on a space-available basis.

4. RISE (Residential Community in Science and Engineering)

The RISE (Residential Community in Science and Engineering) Program is a unique first-year Community for learning and student success. This program is limited to engineering and science freshmen.

5. Professional Golf Management (PGM)

The PGM Program in the Parks, Recreation and Tourism Management Department (PRTM) at Clemson University provides a unique educational background for students majoring in Professional Golf Management who desire to become PGA professionals. Students obtain specialized knowledge and preparation to be leaders in the expanding golf industry.

6. Women in Animal and Veterinary Science (W.A.V.S.)

This is a freshman community for women majoring in Animal and Veterinary Sciences. It provides a unique mentor and team building experience designed to strengthen the academic success of women in animal sciences.

7. Air Force ROTC

This living and learning community is available for freshman and new transfer students classified as freshmen who are members of Air Force ROTC.

8. Clemson Business Experience

The Clemson Business Experience (CBE) is a living and learning community for freshman business students. CBE combines the residential and academic aspects of college and the primary goal of the program is academic and professional success.

9. TIGER Den

TIGER Den is a collaborative educational and residential program that supports new transfer students in their transition to Clemson University.

10. Fraternity and Sorority Housing

University Housing at Clemson serves host to many nationally recognized Fraternities and Sororities. Typically, each organization is given a floor or section of the residence hall, depending on the structure of the building.

11. Cultural Exchange Community

The Cultural Exchange Community (CEC) provides an international living/learning community on campus to connect international students with American students. This community is open to all students who have an interest in learning about other cultures and/or studying abroad.

Safe and nurturing on-campus housing is provided for the freshman year and might become further enhanced by the future requirements of sophomores to reside on campus as well. As on-campus residents, resident counselors have the ability to interact and offer any support required by the students. The Student Affairs Division is challenged with the responsibility of providing a safe, secure, and easily accessible campus environment for all who study, teach, work and visit the campus. The student union building, the campus recreation facility and the updated residence halls represent a significant commitment to provide the physical resources that further enhance the services provided to student. Student safety, available parking and transportation needs to and from the campus are met collaboratively by the Clemson University Police Department, Parking Services and the CATS (Clemson Area Transit Service) as well as student escorts upon request.

There are many facilities and services available to the students, insuring their health and well being. The Redfern Health Center provides medical and psychological services to students. Fike Recreation Center provides recreational facilities and the opportunity for student interaction in a recreational setting. The Hendrix Student Center provides a consolidated location for the student to purchase books, food and beverages, with the McKissick Theatre providing guest speakers/lecturers as well as movie entertainment for the student. There are several areas in the Hendrix Student Center throughout which are designated for student academic and social interaction as well. The following information contains greater detail about the services, programs, and facilities at Clemson.

Health Services

Student Health, Counseling and Psychological Services - Redfern Health Center - Clemson University provides an on-campus health center which offers comprehensive services to include pharmacy, laboratory, and x-ray, and provides an effective program of health services. The Health Center routinely assesses satisfaction level and needs of students using the service and offers new services when needs are identified.

Redfern Health Center is one of the 28 Student Health Centers in the United States, and currently is the ONLY Student Health Center in South Carolina to be accredited by JCAHO. Redfern's three divisions provide multi-disciplinary primary care to clients:

Medical Services: Appointment Clinic, Nurses Clinic, Observation Unit, Allergy/Immunization Clinic, Women's Clinic, Pharmacy, Lab and X-Ray.

Counseling and Psychological Services (CAPS): Comprehensive diagnostic assessment for a wide range of problems, specialized counseling and therapy to address the individual student need, aftercare follow-up referral as necessary.

Health Education: Peer Health Education Program, Campus Awareness Programming, Drug and Alcohol programs, HIV/AIDS pre- and post-test counseling, Individual Assistance and Referral.

Career Services

The Michelin Career Center provides effective career development programs, including career information planning, placement services, counseling, and testing services to follow-up on these activities. Services of the career center are further enhanced by web sites produced and maintained by the career services center. These web sites are available to current students as well as alumni. The career counseling center provides quality counseling services, covering a wide range of developmental issues characteristic of traditional student population.

Student activities

Clemson University provides a clear statement of the student's role and participation in institutional decision making which can be found in the Student Handbook. Policies and procedures governing the supervisory roles student activities are also found in the Student Handbook. Clemson's student body is comprised of very active students participating in more than 250 recognized student organizations. Clemson University provides a broad opportunity for students to participate in the creation and production of publications.

Clemson University has an active yearbook, newspaper, radio station and cable network. Appropriate written statements concerning the responsibility of the University and students regarding media are included in the media policies (in the Student Handbook).

The institution publishes the Student Handbook that is circulated to all new students and Student Affairs web site publishes the statement of student rights and responsibilities. Also included in the document is section on disciplinary responsibilities of the institution and procedures that will be followed in handling judicial cases on the college campus. Comprehensive lists of local and state laws dealing with alcohol and drug violations are also included in this document.

Campus recreation (<http://stuaff.clemson.edu/campusrec/facilities.html>)

The Department of Campus Recreation offers a wide variety of facilities for its members to utilize, including the renovated 200,000 square foot Fike Recreation Center and Swann Fitness Center, 32,000 square foot Indoor Tennis Complex, 21 Court Outdoor Tennis Complex, 390,000 gallon McHugh Natatorium, 23 acres of sport fields, 6,800 square foot sun deck and additional outdoor venues. The Fike Recreation Center had 452,086 visits for the 2005-2006 fiscal year and continues to grow.

The Department of Campus Recreation strives for excellence in providing superior facilities, programs and services, to serve thousands of students, faculty, staff, community members and guests. Intramural Athletics in campus recreation is directed by a highly qualified staff and keep current in the latest training and programs through their association with NIRSA, national professional association for recreational staff. Clemson recognizes the importance that intramurals and recreation provide, giving students an opportunity to meet individuals, maintain physical fitness and develop a healthy lifestyle. The recreational program also has a very active club sports program for those students who want more intense competition.

The Club Sports Program promotes participation in a wide variety of sport and outdoor recreation activities, complementing the University's Intramural Sports Program and Outdoor Recreation Program. Students are provided the opportunity to create, organize, and run their own club. Club Sports are designed to help students develop leadership, financial, and organizational management skills. The Department of Campus Recreation provides advisement and administrative assistance to clubs, but emphasis is placed on student leadership and involvement, with the success of each club dependent on the dedication and commitment of its student leaders and members.

Clemson University has more than 50 Club Sports to choose from, each of which offers individual and/or team activities that can be instructional, recreational, and/or competitive in nature. Membership in Club Sports is open to all Clemson University students (full time and part time), faculty, and staff.

Multicultural Affairs

The mission of the Gantt Intercultural Center is to provide high-quality support services for Clemson University's students of color and international students, while at the same time fostering a campus community which recognizes, celebrates, appreciates, and values diversity. The Center strives to ensure that the mission is aligned with that of the division of Student Affairs as well as the University. The Center accomplishes its mission by:

1. Serving as student advocates through hands-on advising, mentoring, and advocating for our students to ensure that they have the best Clemson experience possible.
2. Providing a variety of quality support services.
3. Planning and implementing informative and entertaining cultural awareness programs to educate and expose the campus to the cultures represented at Clemson University.
4. Providing leadership opportunities and skills training to enhance overall personal and professional development.
5. Providing a global learning environment for students in order to expand their cultural knowledge and experiences.
6. Conducting effective diversity training for students, staff and faculty.

GIC achieves some of its goals with programs that are fun as well as educational. The center sponsors programs during nationally recognized celebratory months (as well as other times during the year) to highlight the various cultures represented on campus. It's a great way to learn about the heritage and customs of others. Some of the programs are:

Hispanic Heritage Month - September
Native American Heritage Month - November
Kwanzaa Celebration - December
Black History Month - February
Asian/Pacific American Heritage Month - May
(Celebrated in March at Clemson)
International Awareness Week - April

Diversity Education includes 3 programs. (1) National Coalition Building Institute, an international association of organizations operating in various countries throughout the world dedicated to ending oppression, mistreatment, and injustice. (2) The Safe Zone Program is to make Clemson University a safer and more accepting place for lesbian, gay, bisexual, and transgender (LGBT) students, staff, and faculty. (3) The One World Project is a campus and community forum for discussion on tolerance and diversity. One World promotes greater understanding and acceptance of all people, regardless of gender, race, age, religion, ethnic background or sexual orientation.

A relatively new item in the SSI is satisfaction with Clemson University’s responsiveness to diverse populations. As seen in the table below, the level of satisfaction is higher in 2007 than in 2005. The Division of Student Affairs is examining ways to enhance the institutions responsiveness as it relates to students. Additionally, the faculty and staff senates, administrators, and the Board of Trustees continue discussions and implementing plans to enhance diversity as well as institutional responsiveness.

		Spring 2005		Spring 2007	
		I	S	I	S
Responsiveness to Diverse Populations			4.83		4.88
84	Institution's commitment to part-time students		4.81		4.85
85	Institution's commitment to evening students		4.65		4.71
86	Institution's commitment to older, returning learners		4.84		4.88
87	Institution's commitment to under-represented populations		4.74		4.86
88	Institution's commitment to commuters		4.89		4.89
89	Institution's commitment to students with disabilities		5.04		5.10

Safety and Security

Clemson University's Fire and Emergency Medical Services is a branch of Municipal Services (PDF) within the Division of Student Affairs dedicated to providing a safe campus environment for faculty, staff, students, and visitors. While the University hopes that every visit or stay in Clemson is safe, enjoyable and uneventful, from time-to-time emergencies do occur. The municipal services department stands ready to respond and assist in handling fire, emergency medical, and emergency preparedness needs. The department is staffed 24 hours a day, 365 days per year. Clemson enjoys the unique distinction of being only a few of the full-time, year-round residents of campus.

The department’s primary response area is the main campus of Clemson University centered around Tillman Hall on Calhoun Memorial Drive. Fire Suppression response is contracted by the City of Clemson, geographically adjoining and nearly encompassing the University campus. Lake Hartwell comprises the remaining campus border.

As a public service agency, Fire and Emergency Medical Services at Clemson University is committed to the appropriate exchange of information. Information on daily activities and/or emergency response can be obtained through the department Public Information Officer or Fire Chief. Due to the dual role as a healthcare provider, certain Protected Health Information (PHI) is restricted from release except as prescribed in the Notice of Privacy Practices and applicable State laws. Copies of Incident Reports are normally provided at no cost to property owners, patients, insurance companies, and duly appointed representatives upon presentation and

verification of proper identification. Other approved requests may incur reasonable costs. Media Requests should be made through the Public Information Officer, Fire Chief, or Clemson University News Services.

Developing a personal emergency plan will help individuals prepare to cope with the effects of disaster. It takes very little time to do, and it provides opportunities for the entire family to get involved. The personal emergency plan includes four basic steps:

1. Learn about the hazards you are vulnerable to and how to prepare for each.
2. Talking about the idea of disaster planning with your family.
3. Putting your plan into action.
4. Practice your plan.

The university not only encourages a personal emergency plan, it has in place an emergency plan for the campus. The Disaster Management Plan (CUDMP) will be the basis to establish policies and procedures which will assure maximum and efficient utilization of all resources on the Clemson University campus, minimize the loss of life and/or injury to the population, and protect and conserve resources and facilities of Clemson University during large-scale emergencies considered to be of disaster magnitude.

For the purpose of this plan, “disaster” shall be defined as any condition – man-made or natural which results in a significant disruption to the academic mission of Clemson University. The on-set of most disasters is considered to be very rapid, allowing a minimum of time for preparation. The scale of a “disaster” is determined by the potential for loss of life, damage to facilities, and the amount of external resources necessary for the University to return to its normal academic mission.

This CUDMP is based on the principle that Clemson University will bear the initial responsibility for disaster relief on campus. When specific demands exceed the service levels available, it is understood that assistance will be requested through the Pickens County Emergency Preparedness Director and from surrounding agencies – including local, state, or Federal agencies, as needed. It is recognized that Clemson University, as an established part of Pickens County, is included in the Pickens County Emergency Operations Plan (PCEOP).

The Clemson University Disaster Management Plan (CUDMP) will provide for local coordination of resources furnished from outside agencies responding to requests for assistance. It is understood that the University will provide such assistance to other agencies as possible when necessary.

Clemson University is vulnerable to a wide spectrum of natural and man-made disasters, including but not limited to: storms (tornado, wind thunder, hail), fires and explosions, earthquakes, dam failure, and industrial type disasters (fixed and mobile radiological emergencies and a variety of possible hazardous materials catastrophes). The mission is:

Clemson University will provide for the protection of students, faculty, staff, visitors, and material resources of the campus in order to minimize injury, loss of life, and damage resulting from any kind of disaster. The administration of Clemson University will provide for continuity of management function, damage assessment, -- public and private – and immediate attention to the re-establishment of normal operations so as to support the University's academic mission.

The Undergraduate Student Satisfaction Inventory factor Safety and Security includes one question about the adequacy of parking. That item continues to have a statistically significant difference between importance (I) and satisfaction (S). Because that item is incorporated into the overall factor, the entire factor has a large gap between importance and satisfaction. One thing that is important to note is that students rank the other items of security extraordinary high. The Campus Safety Walk, bulletins, alarm systems, email, and other efforts are

made to make sure that the campus continues to provide safety to all who work or visit the campus. The following table contains the mean scores for the items related to safety and security.

		Spring 2005		Spring 2007	
		I	S	I	S
	Safety and Security	6.29	4.60	6.30	4.54
7	The campus is safe and secure for all students	6.44	5.72	6.48	5.57
21	The amount of student parking space on campus is adequate	6.43	2.82	6.39	2.77
28	Parking lots are well-lighted and secure	6.09	4.94	6.10	4.88
36	Security staff respond quickly in emergencies	6.18	5.01	6.24	5.04

The Graduate Students also rank their satisfaction with the amount of parking very low. The importance of all items is not as high as that of the undergraduate students. Notably the mean difference between the National Adult Graduate Students and Clemson University Graduate students is the statistically significant item “Security staff responds quickly in emergencies.” This clearly indicates that Clemson University’s efforts to be responsive to emergencies is recognize and, more importantly, is felt to be a better service than peers.

	Clemson University - Grads			National Adult Grad Students			Mean	CU - Natl
	I	S / SD	Gap	I	S / SD	Gap	Diff	Statis Sig
Safety and Security	5.94	5.10 / 1.01	0.84	6.17	5.44 / .11	0.73	-0.34	***
5. Classroom locations are safe and secure for all students.	5.97	6.13 / 1.01	0.16	6.32	6.16 / .02	0.16	-0.03	
13. The amount of student parking is adequate.	5.90	3.88 / 1.87	2.02	6.03	5.00 / .93	1.03	-1.12	***
18. Parking lots are well-lighted and secure.	5.83	5.16 / 1.41	0.67	6.19	5.46 / .46	0.73	-0.30	***
22. Security staff respond quickly in emergencies.	6.09	5.20 / 1.29	0.89	6.10	4.93 / 1.35	1.17	0.27	***

Emergency Medical Services (EMS)

Licensed and regulated by SC DHEC Division of EMS the Bureau of Emergency Medical Services provides comprehensive Advanced Life Support (ALS) ambulance service to the campus of Clemson University. Service is also provided to the surrounding community through mutual aid when requested. Paramedics and Emergency Medical Technicians provide 24 hour a day, year round response, assessment, treatment and transportation services. Staffing transport units and ALS first response fire apparatus Fire & EMS responds to more than 500 requests for assistance each year.

In addition to primary prehospital treatment and transportation, Clemson University Fire and Emergency Medical Services coordinates and provides special event venue medical coverage, limited special education services and participates in and supports State and Federal emergency response teams.

Knowing when to call an ambulance is often a difficult decision. The unique circumstances of providing service in a community where many people are temporarily away from their primary care physicians, and students away from the close decision-making support of parents and guardians, allows Clemson University to provide ambulance service on a different level than typical ambulance services. Clemson often respond to assess and advise a patient on a proper course of treatment whether making a referral to other medical services or providing transportation to an appropriate destination. Many people are embarrassed or afraid to call for assistance. Denial and reluctance to call for help may be a sign of a serious illness or situation. Disclosure of details or information regarding the response and resulting treatment / transport is guided by a policy on Protected Health Information.

Clemson University Police Department

It is the mission of the Clemson University Police Department to provide a safe campus conducive to education for all that study, teach, work, and visit Clemson University. This mission is to be accomplished through Thomas Green Clemson's vision of education and public service. The Clemson University Police Department will enforce all laws of the State of South Carolina and educate the community on safety and risk avoidance issues to accomplish the mission.

The Clemson University Police Department will vigorously perform its mission of public service to Clemson University with the highest ethical standards and with pride, integrity, courage, honor, and dignity. Additionally, Clemson University Police Department aspires to relate to a diverse community and to welcome

people of different races, cultures, ages, genders, sexual orientations, religions, socio-economic levels, political perspectives, abilities, opinions, values and experiences. It strives to act in a positive manner that reflects willingness to embrace these differences in law enforcement and safety efforts. The officers, dispatchers, administrative staff and students are encouraged to continuously engage in active dialogue with those of diverse cultures to promote unity in the University community and a safer relationship with police. The Department seeks to ensure that underrepresented groups have equal access to the Clemson University Police Department, and have an opportunity to share their knowledge and experiences with the world. The Department wants to ensure that the policies, procedures, and allocation of resources help sustain an inclusive environment that promotes success among all members of the evolving Clemson family and the communities they serve.

Student Police is a student-based division of the CU Police Department. The Student Police are advised by an officer, but have their own ranks and positions of leadership. Any full-time student can apply to become a Student Police Officer. Student Police takes care of walking through and locking up many building on campus. They perform this service at the request of the building's security coordinator based on when the building is in use. Student Police also provides the man power to drive the escort vans around campus. Escorts are provided to both male and female students to and from any location on campus. This service is available from 7pm to 7am every day of the semester. Student Police also work many special events such as athletic events, concerts and Brooks Center performances. When working these events the student police officers have many duties from regulating parking to escorting dignitaries. These services are available to University departments.

Municipal Court

The mission of the Municipal Court is to provide for the fair and expeditious administration of justice within the jurisdiction of the municipality of Clemson University. The functions of the Municipal Court include:

1. Bench and jury trials for traffic and criminal matters.
2. Administrative parking citation review.
3. Issuance of arrest warrants, bench warrants and search warrants.
4. Maintain files for individuals participating in alternative sentencing programs.

The Municipal Court goals are:

1. To provide professional judicial services in a fair and impartial atmosphere.
2. To provide educational opportunities to the municipal judges and their staff to ensure that decisions are based on an understanding of current law and court procedures.
3. To hold terms of bench and jury trials on a timely basis to maintain a current docket.
4. To oversee the Parking Review board and ensure that all parking citation appeals are heard in a fair and timely manner.
5. To provide the municipal judges and their staff with technology that will allow them to meet the other goals of the municipal court.

Parking Citation Appeals, Pre-Trial Intervention, and a Parking Review Board are part of the structure of programs and activities that help the Court achieve its goals.

Student Involvement

Student involvement includes Campus Ministers to Students, Community Service, Leadership Education, Student Activities, Student Events, and University Awards.

Leadership Education

LeaderShape is a non-profit organization committed to developing young adults to lead with integrity. It is a nationally recognized weeklong interactive program designed to help students understand leadership and create a personal vision. The program offers students a week of intensive self-reflection, challenges, and motivation. LeaderShape's vision is to improve society by inspiring, developing, and supporting more people committed to "leading with integrity. "

Fall for Leadership is the annual regional leadership conference hosted by Clemson University. The one-day event includes both professional and student presentations and workshops designed to increase awareness about leadership and the role of leadership in the life of a college student. Workshop topics often include stress and time management, motivation, diversity awareness, communication skills, and many more. Participants are expected to utilize the information and experiences gained from the event in their respective groups and organizations.

The mission of Leadership Council is to serve as a communication link between leadership development programs and opportunities and the general student population. Members are either selected by their respective organizations to serve on this umbrella organization or are selected through an application and interview process to serve as an at-large member. Responsibilities of the organization include hosting Fall for Leadership, as well as facilitating the Leadership Involving the First Year Experience (L.I.F.E.) program each year. Leadership Council members also serve to promote general leadership opportunities on campus including the leadership class and leadership awards. Council members serve as ambassadors for the Institute providing a communication and network for Institute programs.

Leadership Involving the First-Year Experience (L.I.F.E.) Series (October)

The L.I.F.E. program is a five-week series of evening workshops designed specifically for first-year students. Through the L.I.F.E. program students are encouraged to get an early start on building leadership skills and getting involved in leadership opportunities on campus and in the community. Members of the Leadership Council choose topics and facilitate the workshops. A reception is held following the final workshop to congratulate and reward students for attending the workshops. [Click here for sign-up application](#) .

Leadership Council invites incoming freshmen to become a part of the Emerging Leaders Program this fall. The program provides opportunities for motivated freshmen to shadow current campus student leaders, build personal leadership skills, and learn how to get involved in leadership roles on campus. Participants in the program will also be a part of Fall for Leadership, Clemson University's annual leadership conference, and the LIFE Program (Leadership Involving the First-Year Experience), a 5-week series of leadership training workshops designed especially for freshmen.

Undergraduate Leadership Course (EDC 390)

The Office of Student Development Services, in conjunction with the Department of Education, offers a general undergraduate leadership course open to all students. Educational Leadership (EDC 390) is a three credit-hour course designed to expand students' knowledge of leadership history and theory as well as build important leadership skills and techniques. The course is taught in the fall and spring semesters.

Leadership Awards (Who's Who - September; Spring Awards - January)

Leadership awards provide an opportunity to recognize and reward deserving students as well as encourage continued leadership activity. The Office of Student Development Services facilitates the process of nominating and granting students the Who's Who Among Students in American Universities and Colleges award as well as various University awards including the Norris Medal, Matt Locke Award, Algernon Sydney Sullivan Award, the Burtner Advising Award, and the Student Leader Awards. University administrators, faculty, and staff are

contacted and encouraged to nominate deserving students for all of these awards. Students are also directly encouraged to apply for the awards.

The Leadership Lab offers individual students and student organizations access to leadership materials and activities. The Leadership Lab holds numerous books, tapes, inventories, and magazines - most of which are available for checkout. The EDC 390 class and the Leadership Council are encouraged to utilize the lab as the students prepare leadership presentations and programs. The Leadership Lab provides tremendous opportunities for the Institute to showcase the latest research and material for leadership development.

The Division of Student Affairs and the Office of Student Development Services are excited to offer student groups and organizations an opportunity to meet members of the Clemson University Board of Visitors and learn from their wealth of knowledge and experience. Through the on-line Campus Speakers Bureau, students may select guest speakers to come talk with groups and organizations from a wide variety of backgrounds. To view the list of possible topics and speakers, simply go to the Student Development Services web page at <http://stuaff.clemson.edu/sds/> and look under Leadership Development.

Student Activities

Fraternity and Sorority Life

Greek Life at Clemson University is made up of three governing councils: the Interfraternity Council, the National Pan-Hellenic Council and the Panhellenic Council. Twenty-percent of Clemson's undergraduate population participate as members of one of the almost 40 national organizations.

Student Media

Clemson students have the opportunity to share their talents and gain valuable hands-on experience by working with one or more of the six media organizations on campus. Semantics, the art, literary and variety magazine; TAPS, the yearbook; The Tiger, the newspaper; The Tiger Town Observer, a conservative journal; WSBF, the radio broadcasting station; and Clemson Cable Network (CCN) are completely student operated. Each group provides a full opportunity for students to inquire, question and exchange ideas. Everything from journalism basics to advertising sales are gained as you participate in creating the history of Clemson University.

Media Advisory Board

The Media Advisory Board is a governing board designed to work toward the common good of all the member organizations. The Boards' duties are to provide input to the media advisers on issues affecting campus media and/or media related issues, when necessary; allocate University resources to student media organizations as available (including space, budget dollars, equipment and funding from the Media Reserve Account); review written complaints and suggestions from any person concerning any media organizations or the media in general and advise the media adviser(s) and the affected media organization as to the proper course of action to take in response to the complaints or suggestions; make recommendations to the Vice President for Student Affairs relating to the Media Advisory Board structure, media policies and other issues relating to student media; and accept or reject the annual budget proposal presented by each student media organization.

Student Measurement of Success

Looking closely at student procedures for development and the learning outcomes as well as reviewing provided by reports such as NSSE and SSI helps Clemson have an understanding of the successes the students have. Additionally, the university is currently reviewing the value of adding additional testing measures.

		Spring	Spring
--	--	---------------	---------------

		2005		2007	
		I	S	I	S
Campus Climate		6.12	5.32	6.11	5.34
1	Most students feel a sense of belonging here	5.95	5.56	5.94	5.63
2	The campus staff are caring and helpful	6.15	5.25	6.12	5.34
3	Faculty care about me as an individual	6.03	4.91	6.03	5.03
7	The campus is safe and secure for all students	6.44	5.72	6.48	5.57
10	Administrators are approachable to students	5.74	5.00	5.72	5.07
29	It is an enjoyable experience to be a student on this campus	6.52	5.89	6.55	5.94
37	I feel a sense of pride about my campus	6.21	6.01	6.29	6.07
41	There is a commitment to academic excellence on this campus	6.33	5.62	6.28	5.68
45	Students are made to feel welcome on this campus	6.29	5.72	6.32	5.77
51	This institution has a good reputation within the community	6.30	6.13	6.27	6.06
57	I seldom get the "run-around" when seeking information on this campus	6.00	4.61	6.01	4.59
59	This institution shows concern for students as individuals	6.22	4.96	6.19	5.03
60	I generally know what's happening on campus	5.81	5.29	5.81	5.38
62	There is a strong commitment to racial harmony on this campus	5.76	4.90	5.63	4.95
66	Tuition paid is a worthwhile investment	6.49	4.95	6.45	5.02
67	Freedom of expression is protected on campus	5.90	5.27	5.94	4.95
71	Channels for expressing student complaints are readily available	5.87	4.47	8.82	4.55

Institution:

Clemson University – 2007 Annual Report

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (do not complete if fully accredited)			Date agency/area added to CHE List
			Year added at inst	Inst chosen NOT to seek accreditation	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs	X	X				
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting	X	X				
ACCREDITING BOARD FOR ENGINEERING & TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master	X	X				
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs	X	X				
AMERICAN DIETETIC ASSOCIATION						
Dietetics (DIET) - Coordinated undergraduate programs	X	X				
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs	X	X				11/1999
Nursing - Graduate-degree nursing education programs	X	X				11/1999
COMPUTING SCIENCE ACCREDITATION BOARD, INC.	This accrediting body is now incorporated as part of the Accrediting Board for Engineering and Technology, Inc.					
Computer Science (COMP) - Baccalaureate programs in computer science	X	X				
COUNCIL FOR ACCREDITATION OF COUNSELING & RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education	X	X				5/1998
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs	X	X				
NATIONAL ASSOCIATION OF SCHOOLS OF ART & DESIGN						

INSTITUTION:

Clemson University

Courses Taught by Faculty

APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – REPORTED FOR FALL 2006

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING “THE PERCENT OF LOWER DIVISION INSTRUCTIONAL COURSES TAUGHT BY FULL-TIME FACULTY, PART-TIME FACULTY, AND GRADUATE ASSISTANTS” FROM FOUR- AND TWO-YEAR POST-SECONDARY INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY.

THE COMMISSION WILL USE PREVIOUSLY-REPORTED CHEMIS INFORMATION FOR DATA IN THIS TABLE. INSTITUTIONS WILL HAVE AN OPPORTUNITY TO PROOF THIS INFORMATION PRIOR TO THE PUBLICATION OF THE JANUARY 2008 REPORT. FACULTY DEFINITION WILL BE ANY FACULTY, STAFF OR GRADUATE ASSISTANT WHO TEACH A CREDIT COURSE.

Success of Students in Developmental Courses

FOUR-YEAR COLLEGES AND UNIVERSITIES NO LONGER OFFER THESE COURSES, THEREFORE THIS TABLE HAS BEEN DELETED.

Student Involvement in Sponsored Research

APPLICABLE TO FOUR-YEAR INSTITUTIONS – REPORTED FOR FALL 2006

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING “THE PERCENT OF GRADUATE AND UPPER DIVISION UNDERGRADUATE STUDENTS PARTICIPATING IN SPONSORED RESEARCH PROGRAMS” FROM FOUR-YEAR INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY.

THE NUMBERS INCLUDED HERE SHOULD REFLECT THE GRADUATE AND UPPER DIVISION UNDERGRADUATE STUDENTS WHO PARTICIPATE IN SPONSORED RESEARCH PROGRAMS. EACH INSTITUTION THAT RECEIVES RESEARCH DOLLARS GENERATED BY EXTERNAL FUNDING (SPONSORED RESEARCH) SHOULD REPORT THE NUMBER OF STUDENTS WHO BENEFIT FROM THESE DOLLARS.

THE CHE WILL CALCULATE THE PERCENTAGE USING THESE DATA AND HEADCOUNT ENROLLMENT DATA FROM THE FALL 2006 IPEDS ENROLLMENT FORMS.

	NUMBER OF STUDENTS PARTICIPATING IN SPONSORED RESEARCH (EXCLUDE FIRST PROFESSIONAL STUDENTS)
UPPER DIVISION, UNDERGRADUATE STUDENTS	90
GRADUATE STUDENTS	515

INSTITUTION:

Clemson University

Results of

Professional Examinations

APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2005-MARCH 31, 2006

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2006 through March 31, 2007**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

THE COMMISSION WILL REQUEST NATIONAL AND STATE PASS RATES AND ANY ADDITIONAL INFORMATION FOR THESE EXAMINATIONS, AS IT IS AVAILABLE, FROM NATIONAL AND STATE AGENCIES TO BE USED IN THE REPORT TO THE GENERAL ASSEMBLY. THESE NATIONAL AND STATE AGENCIES CAN BE FOUND IN “A CLOSER LOOK.”

BEGINNING THIS YEAR, PRAXIS EXAMS ARE REPORTED IN A SEPARATE TABLE. PLEASE NOTE THAT PRAXIS RESULTS ARE REPORTED ON ALL TEST-TAKERS. **OTHER EXAMS ARE REPORTED ON FIRST-TIME TEST-TAKERS.**

PLEASE NOTE THAT THIS DATA IS NOT OFFICIAL TITLE II STATE DEPT. DATA AT THIS POINT. THIS WILL NOT BE DONE FOR A FEW MONTHS. THIS DATA MAY REPRESENT MORE THAN PROGRAM COMPLETERS IN THE CONTENT AREA THAT THEY ARE PROGRAM COMPLETERS.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
<i>Teaching and Research Sectors</i>				
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	4/06 6/06, 9/06, 11/06, 1/07, 3/07	708	662	93.5%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	4/06,6/06, 9/06, 1/06, 1/07, 3/07	182	168	92.3%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	4/06,6/06, 9/06, 11/06, 1/07,3/0	52	42	80.8%
PRAXIS SERIES II: SPECIALTY AREA TESTS	4/06,6/06,9/06, 1/06, 1/07, 3/07	120	109	90.8%

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
RESEARCH SECTOR					
National Council Licensure Exam. Registered Nurse	4/1/06-3/31/07		110	99	90%